

Pre-Reading Strategies for ELLs

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Directions: Complete the do now below in gray (3-2-1 Bridge).

Topic: Pre-Reading Strategies for ELLs

	Do Now: Your initial responses to the topic	Exit Ticket: Your NEW responses to the topic
3 Thoughts/Ideas	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
2 Questions	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
1 Analogy - Pre reading strategies for ELs are like/is to.....	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•



Bridge:
Explain how your new responses connect to your initial responses?

Strategy 1: Total Physical Response

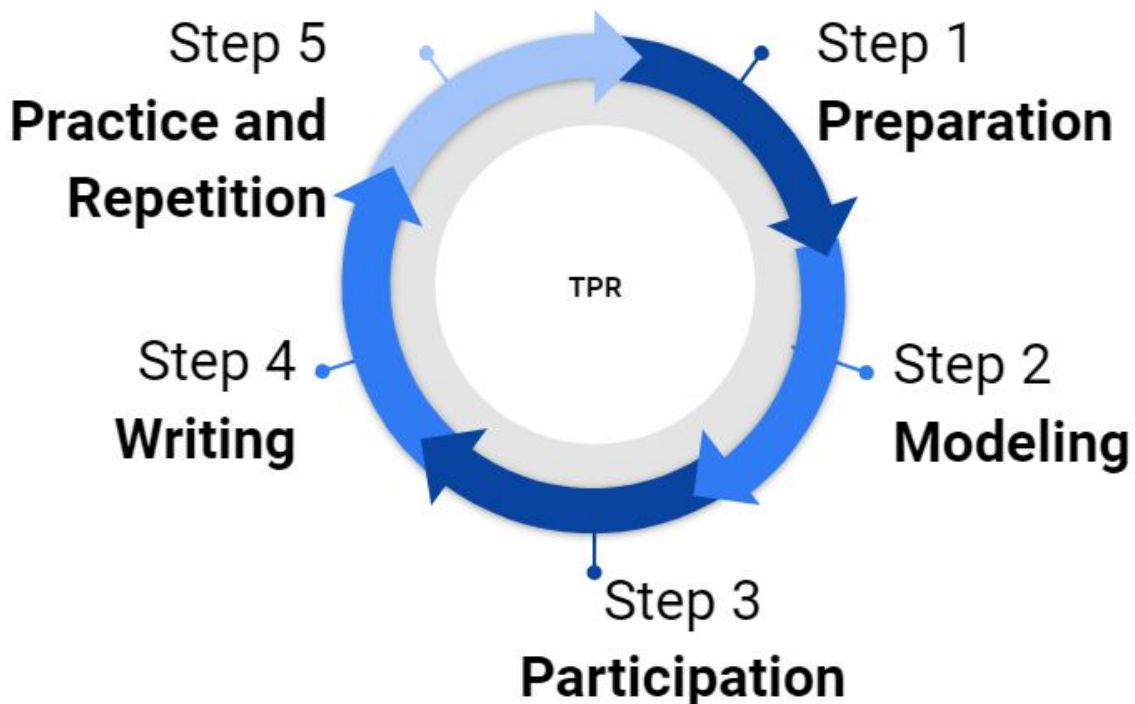
See it- Guiding Questions:

What tier two and three vocabulary are students using?

How can you tell students are engaged in their learning?

How could this strategy prepare ELs to read expository text?

How could this strategy benefit ELs while reading text?



Name it: Total Physical Response

Resource from: <http://www.theteachertoolkit.com>

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost language and vocabulary learning.

1. Prepare

Select the vocabulary that you are going to teach. Gather any equipment, props or pictures you will need to illustrate the meaning of the words.

2. Teacher Modeling

Say the new vocabulary word for the students. As you do this, use gestures, facial expressions, props or body movement to illustrate the meaning of the word.

3. Student Modeling

Have student volunteers mimic the same gestures, facial expressions, use of props or body movement modeled as you say the word.

4. Student Participation

Have all students mimic the same gestures, facial expressions, use of props or body movement modeled by the teacher and student volunteers. Ask them to say the word as they are making the movement. Vary this activity by then doing the action and while students say the word.

5. Writing

Write the word or phrase where all students can see it so that students can make the connection between oral and written words.

6. Repetition and Practice

Teach the next word or phrase using the same method. Review and practice words with students multiple times to ensure learning. Recycle words regularly to make sure that students do not forget old words.

When to use

Total Physical Response (TPR) may be used to teach many types of vocabulary but works best when teaching vocabulary connected with action. It is an effective strategy to use with English Language Learners as well as with native speakers when learning new words.

Variations

TPR Circles

Organize the students into a circle around the teacher. The teacher says the word and the last person to do the action is out. This person then stands behind the teacher and watches for the student who does the action last. Eventually there is only one student, he or she is the winner.

TPR Simon Says

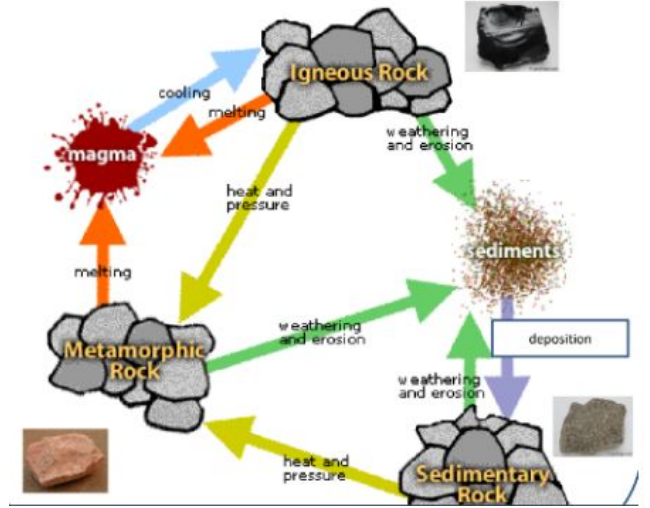
Play Simon Says. The teacher gives a command and students should only do it if the teacher "Simon says..." at the start. The teacher might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if the teacher says, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

TPR Sounds

The teacher will first get the students to do the actions connected with each vocabulary word. Then, the teacher adds a sound related to the word and the students practice hearing the word and doing the action along with making the sound. The students are then ready to give commands to each other.

See it Part 2:
Student Lyrics

Weathering breaks rock in pieces, Erosion takes them away.
 Deposition puts them down somewhere new, Sedimentary rock is ma-ay-ade!
 Making rocks now (rocks now!) Sedimentary takes three steps.
 Making rocks now (rocks now!) For metamorphic heat and press.
 Making rocks now (rocks now!) For igneous melt and cool.
 Making rocks now (rocks now!) Know your rocks you fool!



WORK HARD. Get Smart.

What are the steps to make a Sedimentary Rock?

Part 2: Multiple Choice (2 Points Each)

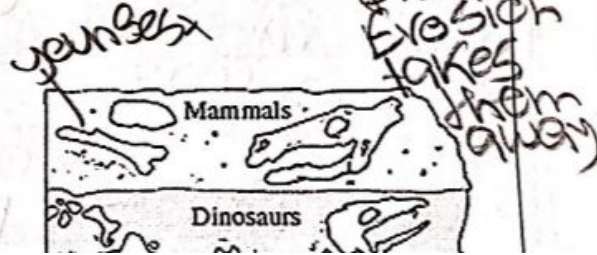
6. Which of the following events are most likely involved in the creation of sedimentary rock?

Select three answers.

- a. A river carries small pebbles and rocks from a mountaintop toward the ocean. *Deposition puts them down somewhere new.*
- b. Old rock is pushed deep into the Earth, where it melts into magma. *Erosion*
- c. Pressure inside of the Earth changes the minerals within rocks, creating new rocks. *These is rocks*
- d. Small rocks sink to the bottom of the ocean and pile up over time. *weathering*
- e. Wind blowing over a mountaintop breaks off small pieces of rock. *weathering breaks rock in pieces*

Sedimentarily takes three steps

7. The diagram below to the right represents a cross-section of a cliff. It shows several rock layers containing fossils. Which of the layers of rock is most likely the oldest?

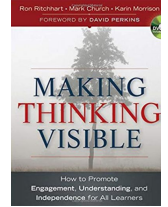


How can this strategy help ELs access and understand reading content?

Strategy 2:

Directed Activities Related to Texts (DARTs)

Directed Activities Related to Text (DARTs) are a set of pre/during/post-reading strategies designed to support reflective reading.



Why use DARTS?

- Helps to build schema prior to reading and lower affective filters
- Encourages all students, including SPED and EL learners to engage with texts in ways that promote greater understanding
- Deepen understanding of language features within different genres of text
- Useful for independent learning, pairs, or cooperative groups
- Helps support learning how to reconstruct and interrogate texts

See Think Wonder

Guiding Questions:

What are the steps to the “See Think Wonder” routine?

What supports and scaffolds will need to be put in place to ensure ELs are successful in this strategy?

How could this strategy benefit ELs while reading text?

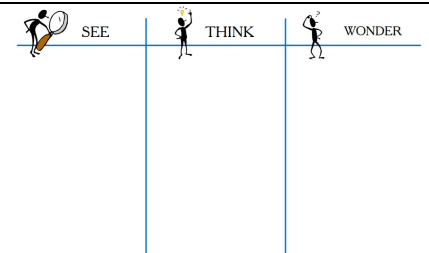
What pre-teaching of vocab is necessary in order to make this strategy effective?

Name it.

Key Components to See Think Wonder

1. **Set up.** Select an image, video, graph, or object and make sure all students can readily see it.
2. **See.** Ask learners to state what they notice. Emphasize ONLY observations. Recommendation: Use Think Pair Share during this phase with ELs until they are ready to build their skill to write.
3. **Think.** Ask learners what they *think* is going on with the visual and why. “Based on what we are seeing, what does it make us think? What do you see that makes you say that?”
4. **Wonder.** Ask learners what questions they have about the visual.
5. **Share the thinking.** In this routine, students are generally sharing their thinking each step of the way. Recommendation: the teacher should document the class thinking at each stage or at the end.

Thought catcher for notes on structure:



Tips for supporting ELs with the STW routine:

- Pre-teach vocabulary that you want students to recognize and use in this structure
- When you first roll out the routine, model the structure with the students
- Provide and reinforce sentence stems for each step of the routine (reference sheets, table tents, anchor charts, bookmarks)
- Start with turn and talks for each step (and capture their thoughts for the class) before gradually releasing students to practice the routine in writing
- When first reinforcing writing, provide sentence frames and word banks with vocabulary you want them to practice/consider

Session B: Who/Did what/why

_____, _____, and _____ statements help us understand what we are _____!

Bilingual scholars use strategies to help them move from

Level _____ to level _____.



W/DW/W questions helps us find the _____ _____ of

what we are reading!

Let's Practice! Watch the videos and practice answering W/DW/W.

Tom & Jerry



1. What do you see?

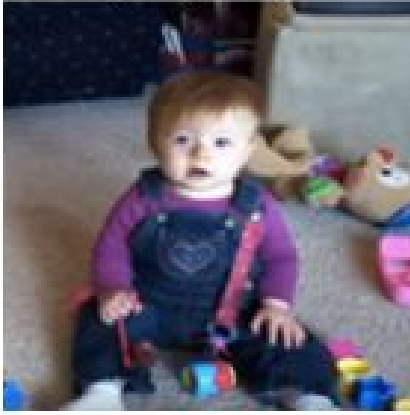
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Who: _____ Did what? _____

Why? _____

Let's Practice! Watch the videos and practice answering W/DW/W.

Laughing Baby



1. What do you see?

-
-
-
-
-
-

Who: _____ Did what? _____

Why? _____

Now, combine W/DW/W to create your central idea.

The Present

It is December 24, the day before a big holiday. Many people are shopping. They are buying presents for their families and friends. In one store, there is a long line of people. They are waiting to pay.

Mrs. Park is waiting in line. She is holding a toy. It is present for her son. It is expensive. It is \$85.

Mrs. Park gives the toy to the cashier. Then she looks in her purse. There is no money in her purse. She looks in her pockets. There is no money in her pockets. Her money is gone. She begins to cry.



Who:

Did what?

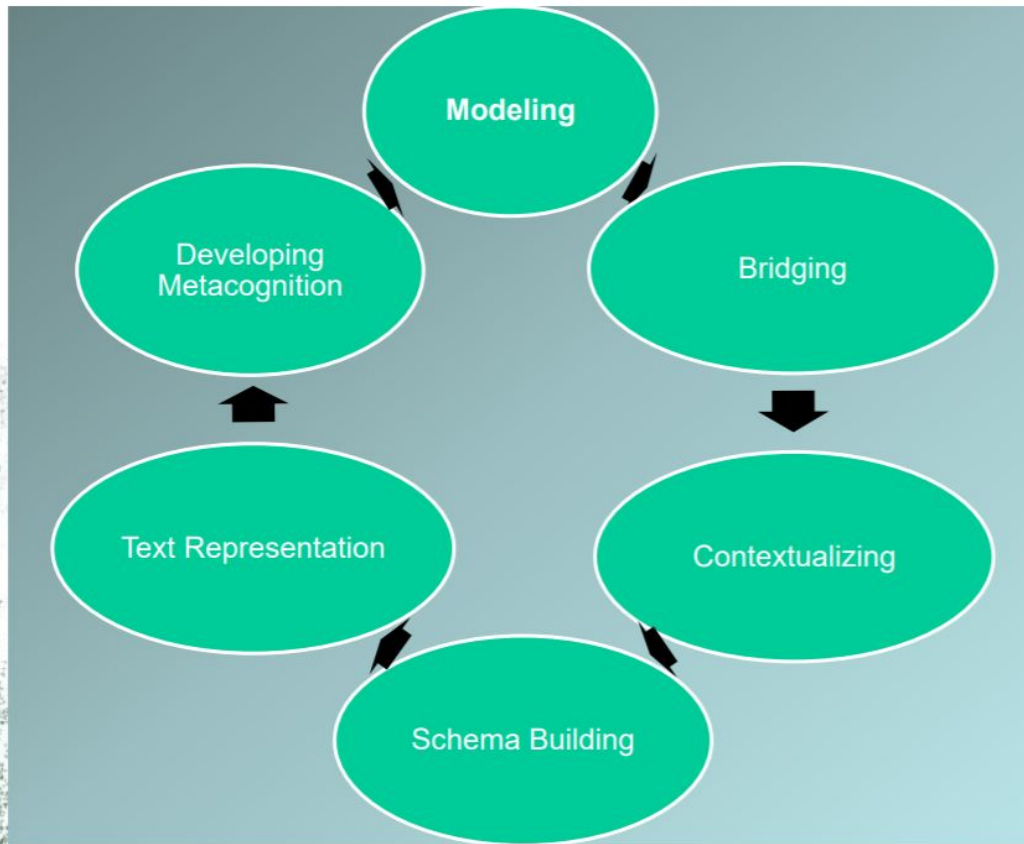
Why?

Central Idea: _____

Which of these strategies are seen in this lesson?

Which are left out and what would you add?

Six Scaffolding Strategies for ELLs



<p><u>Modeling</u></p> <ul style="list-style-type: none"> ● Language for Book Club Talk ● Language for Clarification 	<p><u>Bridging</u></p> <ul style="list-style-type: none"> ● Think-Pair-Share ● Anticipatory Guide 	<p><u>Schema Building</u></p> <ul style="list-style-type: none"> ● Compare/Contrast ● Sequence of Events
<p><u>Contextualization</u></p> <ul style="list-style-type: none"> ● Metaphors ● Video/Audio Clips 	<p><u>Meta-cognitive Development</u></p> <ul style="list-style-type: none"> ● Think Aloud ● Rubrics 	<p><u>Text Representation</u></p> <ul style="list-style-type: none"> ● Post Cards ● Conversations

SYNTHESIZE

**Total
Physical
Response**

Scaffolding

DARTS

1. *How can you use this strategy in your classroom?*
2. *What are the benefits and drawbacks in using this strategy?*
3. *How can you create structures and routines to make this strategy live in your curriculum?*
4. *How can you create structures and routines to make this strategy live in your curriculum?*

