

Practical Implications and Instructional Strategies - Providing by Dr. Hetty Roessingh

Blah, blah, blah ... what we sound like to our young ELL learners (video)

Identifying the gaps ... using the lextutor.ca as a starting place

Now what?

'Just good teaching' ... strategies for all kids	Just for ELL kids
<p>General teaching approaches:</p> <ol style="list-style-type: none"> 1) Thematic organization <ul style="list-style-type: none"> • Focus on key concepts • Essential questions • Teach key vocabulary • Use of projects and portfolios • Integrate l/s/r/w/p <p>Pre-reading Activating background knowledge:</p> <ol style="list-style-type: none"> 1) K-W-L 2) Gallery walks 3) Artefact boxes 4) Story prediction tasks ... key words 5) Semantic webbing/brainstorming 6) Picture story telling 7) Frayer model <p>During reading</p> <ol style="list-style-type: none"> 1) Reading guides: predicting, inferring, hypothesizing, asking questions, reflecting 2) Visual representations and organizers 3) Note taking templates 4) QARs <p>Post reading</p> <ol style="list-style-type: none"> 1) Comprehension questions 2) Discussions 3) Projects, written assignments 4) Interviewing, contact assignments 5) Group work, presentations 	<ul style="list-style-type: none"> • 'Unpack' metaphors and other cultural information • Mediate symbols • IMAGES! IMAGES! IMAGES! Use video clips, photo displays • Direct teaching of vocabulary • Teacher talk needs to be slower, but natural, and with embedded redundancy (examples, definitions, etc.) • Rewritten, adapted text • Glosses, word meanings in the margins, or on the board • Sentence starters • Templates • Writing frames

K-W-L

K (Know)	W (Want to know)	L (Learn)

KWL Plus

Name of Strategy: **KWL Plus**

K-W-L Plus strategy adds a writing component that consists of mapping and summarizing after answering questions in these three areas (Dowhower, 1999). Adding the Plus provides an additional dimension that encourages scaffolding of information and develops metacognition.

Accessing prior knowledge and engaging student interest before beginning a reading activity can improve students' ability to make associations, clarify understanding, and increase comprehension. The KWL-Plus strategy, through teacher lead activities, offers a framework for students to monitor their understanding during reading, and reflect after reading through listing, mapping and summarizing what was learned. The 'plus' in the KWL-Plus strategy provides a bridge between reading, comprehension and beginning writing. The various diagramming and mapping activities provide the student with a tool to organize their thoughts about what they have read (Bailey, 2002: 1-2)

(from <http://www.marybk.com/MMteacher.htm>)

Most Appropriate Level(s): K-college (The Plus part was added for secondary and above from the original KWL in 1986)

Most Appropriate Reading Materials: Non-fictional and fictional material; especially lends itself to non-fiction

Most Appropriate Audience: Individual, small groups, entire class

Definition or What Is the Strategy? Students access prior knowledge and interest before reading, monitor understanding during reading, and reflect after reading through listing, mapping, and summarizing what was learned. Support scaffolds include the teacher and peers.

- pre reading
- during reading
- post reading

Overview

The questions What do I know? (K), What do I want to know? (W), and What did I learn? (L) are supported with summarizing and mapping.

Goals

1. Engage students in an active reading process that demonstrates that reading means asking questions and thinking about ideas while reading.
2. Enhance students' proficiency in setting purposes for reading, gleaning information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines. (from http://chs.smusd.org/learning_community/content_literacy/kwl_plus.html)

Benefits

- background knowledge
- making inferences
- self-regulated comprehending

Steps

- Step K - What do I know? Before students read, the teacher presents a concept from the text and poses the "Know" question. As the class brainstorms, the teacher lists responses on a strategy sheet beginning with a column labeled "K - What we know." Students and teacher categorize this list into information they predict will be in the text. The teacher becomes aware of students' level of prior knowledge.
- Step W - What do I want to learn? The teacher elicits student questions stemming from their interests, curiosities, or unanswered questions about the concept. These are listed on the strategy sheet under a column labeled "W - What do I want to learn." Students read sections of the passage individually (broken into manageable segments for struggling readers) and check for answers to the questions. During reading, additional questions can be added and answered as a group.
- Step L1 - What Did I learn? Both during and after reading, students write what they learned in a third column "L - What I learned" and check which questions were unanswered.

- Step L2 - Mapping. Students refer to the K step to categorize what they learned. Placing the title at the center of the map, they form categories as major branches, and add explanatory concepts. Students can refer to the map to create exam or study questions.
- Step L3 - Summarizing. Students number the concepts on the map based to order points they choose to make in a written summary. The summaries become a useful summative evaluation for teacher and student as they evaluate their comprehending.

(from <http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?showrecord=11&l=description>)

Sources/Links

Bailey, D. W. (2002). *KWL-Plus*. Unpublished manuscript, Johns Hopkins University, School of Professional Studies in Business and Education, Baltimore.

Carr, E. & Ogle, D. (1987). K-W-L Plus: A strategy for comprehension and summarization. *Journal of Reading*, 30(7), 626-631.

Dowhower, S.L. (1999). Supporting a strategic stance in the classroom: A comprehension framework for helping teachers help students to be strategic. *The Reading Teacher*, 52, 672-688.

http://www.teach-nology.com/web_tools/graphic_org/kwl/ KWL Generator

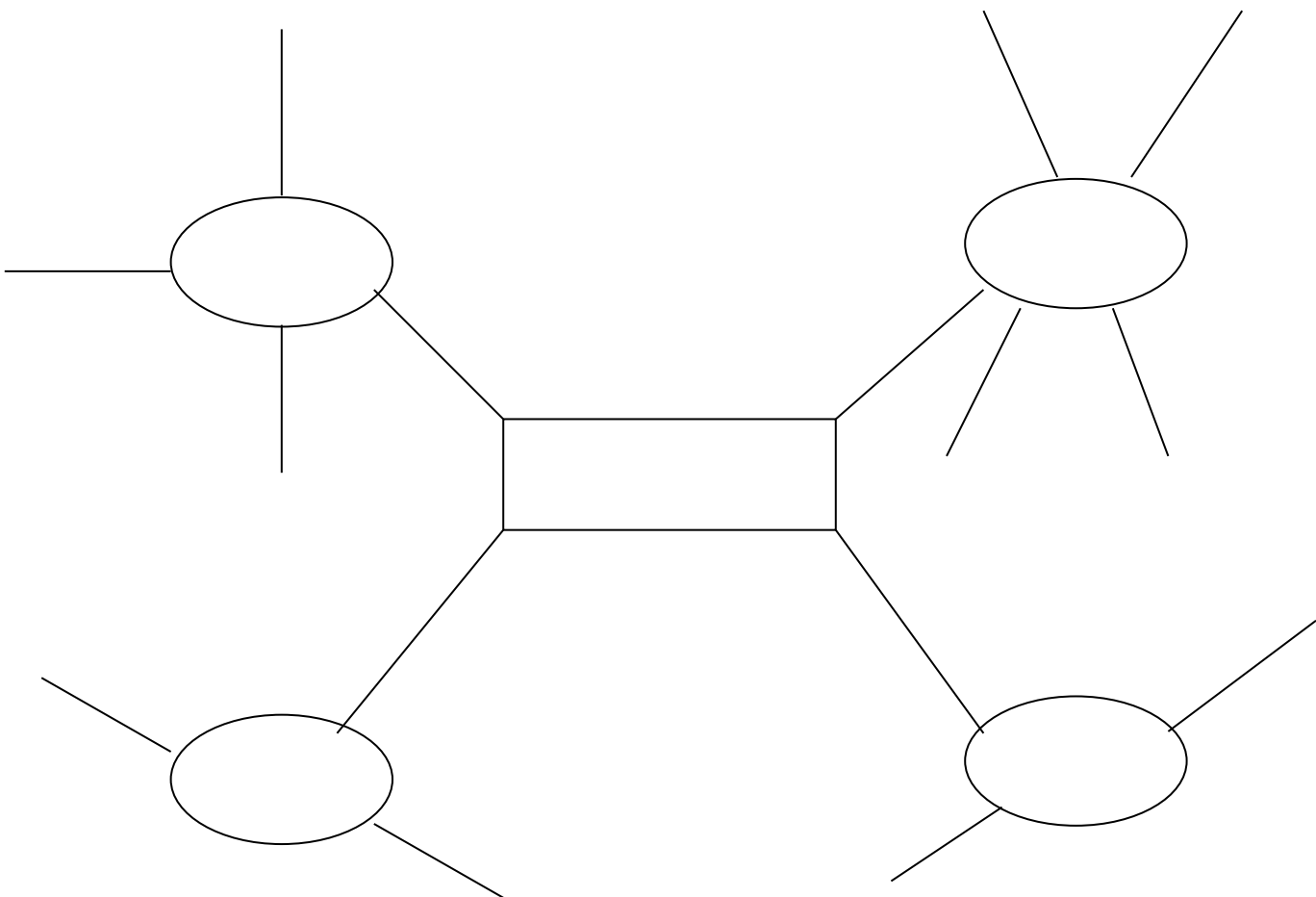
<http://curry.edschool.virginia.edu/go/readquest/strat/kwl.html> has printable chart

<http://www.indiana.edu/~1517/KWL.htm> Good for KWL...does not have Plus

<http://www.santarosa.k12.fl.us/opd/ReadingContentArea/onlinestratdetails.cfm?ID=30>
KWL Plus Description

Semantic Web

Semantic webs, also known as word webs, semantic maps, and clusters, are powerful tools for concept development and exchange. First, have the students write the main idea in a rectangle in the middle of the page/poster board/chart paper/ board. Inside the rectangle, write the main idea (e. g., mammals). Then draw spokes leading from the rectangle to smaller circles. Next, write secondary ideas inside the smaller circles (e. g., cat, dog, etc.). Webs can be as detailed as the learner would like them to be! Semantic webs can be used as pre-reading, during-reading, or post-reading activities. They are powerful because they visually demonstrate the hierarchy of a concept.



Picture story telling task:

Choose a picture that is relevant to the topic you are about to study. Ask the students to make up a story about the picture including: What happened before this picture was taken? What's happening now? What's going to happen next? Give your story a title!

An excellent place to search for images is on *google images*.



Marking framework for Picture

Storytelling
Holistic marking

	1	2	3	4	5
Cognitive Dimension: Understanding of concepts	<ul style="list-style-type: none"> Labels, names Irrelevant hypothesis 	<ul style="list-style-type: none"> Tells sequence of events Partial information 	<ul style="list-style-type: none"> Describes Cause & effect relationships Supporting evidence Overall evaluation 	<ul style="list-style-type: none"> Explains Infers – speculates Projects loosely linked hypothesis about the future – predicts 	<ul style="list-style-type: none"> Interprets Generalizes Makes conclusions Theorizes Logical connectedness
Stylistic (linguistic) Dimension: Vocabulary Syntax Organization Cohesion Correctness	<ul style="list-style-type: none"> Literal/concrete Simple sentences Ideas juxtaposed Little elaboration Single focus “and so, then” Clusters of events Lack of control of usage, grammar, & mechanics 	<ul style="list-style-type: none"> Modifiers Temporal, causal Modifying phrases Linear, chronological “When, first, second, but” 	<ul style="list-style-type: none"> Experiments with technical vocabulary, multiple meanings, specialized uses Complex Logical patterns Comparatives, superlatives Minor errors – communication is clear 	<ul style="list-style-type: none"> Abstract terms More varied and tighter structure “However, on the other hand” 	<ul style="list-style-type: none"> Effective usage Reflects broad vocabulary Precision, definition Balance symbol, image, theme (title) Synonyms, antonyms, reiteration Confident use – few errors
Affective Dimension: Values Centeredness Reality	<ul style="list-style-type: none"> Judges according to consequences Self Expresses emotion Fantasy: “I wish they would stop polluting.” 	<ul style="list-style-type: none"> Judges according to rewards, punishments 	<ul style="list-style-type: none"> Judges according to status quo, rules, conventions Other Perspective taking Regression, regression, rationalization, projection 	<ul style="list-style-type: none"> Judges according to intention of motives: e.g. profit 	<ul style="list-style-type: none"> Judges according to personal value system Humankind Recognizes complexity of problems

of sentences: _____

Title? _____

Score _____/15

Story prediction task

Here are 10 words from the story you are about to read. They appear in the order they are listed. Write a sentence using each of the words you know. Try to make an impression of what the story will be about. Do you know the story?

Killer whale

Capture

Aquarium

Boring

Movie

Free

Wild

Hunt

Radio

Human

QAR Strategies:

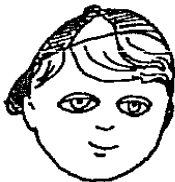
When students have difficulty comprehending written materials, it is often because they lack strategies for answering questions related to the print material. QAR (Question-Answer-Relationships) teaches students the relationships between the questions, the text, and some knowledge the reader already has; and the strategy they can use to find the information they need to answer the question. The following 3 QARs have been shown to significantly improve students' ability in processing print.

Type 1



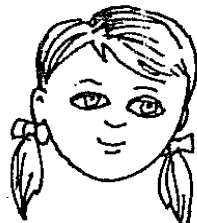
Type 1: RIGHT THERE! The answer is in the story, easy to find. The words used to make the question and the words that make the answer are RIGHT THERE, in the same sentence (the answer is explicit in the passage).

Type 2



Type 2: Think and Search. The answer is in the story, but a little harder to find. You would never find the words in the question and words in the answer in the same sentence, but would have to Think and Search for the answer (the student must integrate information).

Type 3



Type 3: On My Own. The answer won't be told by words in the story. You must find the answer in your head. Think: I have to answer this question On My Own, the story won't be much help.' (the student must make an **inference**).

Teaching suggestions:

- 1) Introduce the QAR concept and terminology in the above figure; discussing the difference between text based and knowledge based responses, then stressing the differences between the two text based strategies.
- 2) Practice the strategies with reading materials using a question from each QAR category. The QAR should be identified for the students. Discuss why the questions and answers represent their respective QARs.
- 3) Give student further reading materials with questions. Have them identify the QAR for each.
- 4) Have student decide on the QAR for questions to given text, and answer the questions. It is important for students to able to justify their responses on the basis of the text and their background knowledge.
- 5) Practice the strategies with longer selections of written discourse (600 – 800 words) taken from reading material in science, social studies, or language arts.

Reference: Raphael, T. (1982). Question Answering strategies for children. The Reading Teacher, Nov. 1982, 186-190.

Practice with QARs

Read the story, the Unicorn in the Garden, by James Thurber. Develop a worksheet for your students that is directed at working on the three types of question-answer relationships (QARs). Tell which QAR students need to be thinking about:

- Right there (literal meaning ... the answer is 'right there' in the text)
- Think and search (answer is from 2 or more sources within the selection)
- On my own (use clues from within the text along with background knowledge).

1) (QAR:) _____

2) (QAR:) _____

3) (QAR:) _____

4) (QAR:) _____

5) (QAR:) _____

6) (QAR:) _____

7) (QAR:) _____

8) (QAR:) _____

9) (QAR:) _____

10) (QAR:) _____

Write a moral for this story:

Further websites for QARs:

<http://www.teach.virginia.edu/go/readquest/strat/qar.html>



The Unicorn in the Garden

James Thurber

Once upon a sunny morning a man who sat in a breakfast nook looked up from his scrambled eggs to see a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and woke her. 'There's a unicorn in the garden,' he said, 'eating roses.' She opened one unfriendly eye and looked at him.

'The unicorn is a mythical beast,' she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. 'Here unicorn,' said the man, and he pulled up a lily and gave it to him. The

unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife again.

'The unicorn, he said, 'ate a lily.' His wife sat up in bed and looked at him, coldly. 'You are a booby,' she said, 'and I am going to have you put in the booby-hatch.' The man, who had never liked the words 'booby' and 'booby hatch', and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. 'We'll see about that.' He walked over to the door. 'He has a golden horn in the middle of his forehead,' he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep.

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned a psychiatrist. She told them to hurry to her house and bring a strait-jacket.

When the police and the psychiatrist arrived, they sat down in chairs and looked at her with great interest. 'My husband,' she said, 'saw a unicorn this morning.' The police looked at the psychiatrist and the psychiatrist looked at the police. 'He told me it had a golden horn in the middle of its forehead,' she said.

At a solemn signal from the psychiatrist, the police leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into a strait jacket, the husband came back into the house.

'Did you tell your wife you saw a unicorn?' asked the police. 'Of course not,' said the husband. 'The unicorn is a mythical beast.' 'That's all I wanted to know,' said the psychiatrist. 'Take her away. I'm sorry sir, but your wife is as crazy as a jaybird.'

So they took her away, cursing and screaming, and shut her up in an institution. The husband lived happily ever after.

Teaching Inference

Students need to be taught HOW to make inferences. They need to realize that inferences are everywhere and that during the reading process and inference can be (and often must be) modified. Ten major inference types cover the great bulk of students' reading needs. In Taffy Raphael's (1982) article, these are known as the 'on my own' types of questions students need to learn how to answer.

ON THE PAGE + IN YOUR HEAD = INFERENCE

Five Direct Instruction Steps (see also the LBD website)

1. **Teach.** The teacher reads a passage and specifies the type of inference to be made. The teacher models/demonstrates, talks, exemplifies after reading the passage. The teacher identifies and lists **Word Clues**, and in a 'think aloud' discussion, explains just what the word clues clarified to help make the inference accurate.
2. **Practice.** Students read a passage, individually or in groups. As they read they are to scrutinize/analyze the text to identify **Word Clues** that provide evident to justify the inference category specified. List the students Word Clues on the board. Encourage full and rich discussion as they talk about why each Word Clue made a contribution to the inferences.
3. **Apply.** Identify the types of inference being applied. The students see (read) a passage, one line at a time, and jot down their inferences. After each line is exposed students reject/review their inferences. At the conclusion students identify and list the Word Clues that allowed them to make the inferences. Listing the word Clues is important until students take ownership for this step in the task of inferencing.
4. **Extend.** Move into students' textbooks. Practice expository passages. Ask question such as 'What kind of inference category is needed?' 'What are the key words that lead to it?'. 'What is the inference we can make?' Extension takes students to the real world of their own textbooks.
5. **Assess.** Find out if students can do the inference procedure. 'If word clues + experience = inference, what do you do if student don't have the prior knowledge or experiences?' the Semantic mapping procedure helps call prior knowledge to the surface, builds bridges necessary to make inferences.

Johnson & Johnson, 1986.

10 Major Inference Types

1. **Location:** ‘While we roared down the tracks, we could feel the bounce and sway.’
2. **Agent:** (Occupation or pastime). ‘With clippers in one hand and scissors in the other, Chris was ready to being the task.’
3. **Time:** ‘When the porch light burned out, the darkness was total.’
4. **Action:** ‘Carol dribbled down the court and then passed the ball to Ann.’
5. **Instrument:** (Tool or device). ‘With a steady hand, she put the buzzing device on the tooth.’
6. **Cause-effect:** ‘In the morning, we noticed that the trees were uprooted and homes were missing their rooftops.’
7. **Object:** ‘The broad wings were swept back in a ‘v’, and each held two powerful engines.’
8. **Category:** ‘The Saab and Volvo were in the garage, and the Audi was out front.’
9. **Problem-Solution:** ‘The side of his face was swollen, and his tooth ached.’
10. **Feeling-attitude:** ‘While I marched past in the junior high band, my Dad cheered and his eyes filled with tears.’

Johnson & Johnson, 1986.

Instructional activities that lead students to a gradual shift in the responsibility for self-directed learning:

- Informing
- Modeling
- Guiding
- Observing
- Correcting
- Encouraging

Adapted from Vygotsky , 1962

Frayer Model

<http://www.justreadnow.com/strategies/frayer.htm>

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

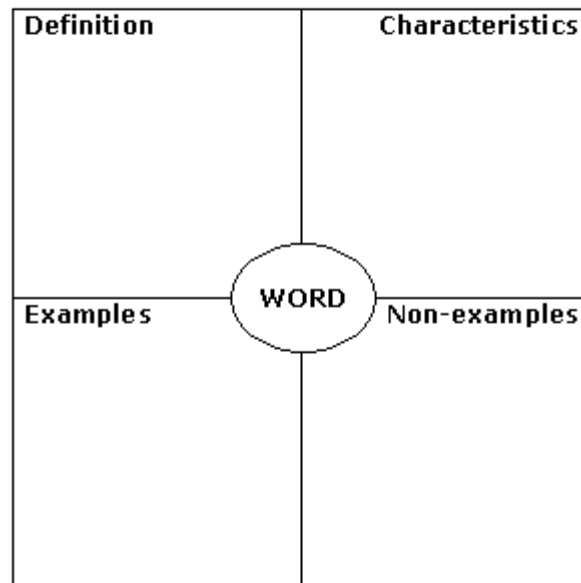
- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

Steps to the Frayer Model:

1. Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

Frayer Model



Learn More:

- Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.
- [Frayer Model - Cross-curricular Approaches](#)
- [Frayer Model in Mathematics](#)

Ideas for teaching vocabulary: 10 ideas

- 1) Open word sort
- 2) Closed word sort
- 3) What's in the bag? Naming/labeling/describing

- 4) Words along a continuum:

never rarely seldom occasionally sometimes often usually always

use weather words, words for health condition after an accident

- 5) How many meanings do you know? Choose common words and ask students to write sentences illustrating different meanings they know: 'work'
- 6) Make a crossword puzzle: use puzzlemaker website, ask students to write their own 'clues' for key words from your unit of study
- 7) Odd man out: banana, apple, carrot, orange
- 8) Syllogisms: glove is to hand as sock is to _____
- 9) Flash cards
- 10) Morphological analysis – looking for the root word and the affixes: 'recycle'

Framework for Analyzing the Text

Chunk	Core Concepts/ Universalities	Language	Metaphor

Scaffolds/Learning Tasks:

-
-
-
-
-

Building an artefact box (sport bag) to provide concrete support:

A lesson plan for direct and explicit teaching of grammar and vocabulary

Many teachers use music as a vehicle for teaching language elements: pronunciation, fluency and so on. But, they often miss the opportunity to focus on grammar and vocabulary teaching. Using the lyrics from My Grandfather's Clock, develop a lesson plan that will draw your students' attention to important grammar points and vocabulary knowledge:

Lyrics

My grandfather's clock
Was too large for the shelf,
So it stood ninety years on the floor;
It was taller by half
Than the old man himself,
Though it weighed not a pennyweight more.
It was bought on the morn
Of the day that he was born,
And was always his treasure and pride;
But it stopped short
Never to go again,
When the old man died.

CHORUS:

Ninety years without slumbering,
Tick, tock, tick, tock,
His life seconds numbering,
Tick, tock, tick, tock,
It stopped short
Never to go again,
When the old man died.

In watching its pendulum
Swing to and fro,
Many hours had he spent while a boy;
And in childhood and manhood
The clock seemed to know,
And to share both his grief and his joy.
For it struck twenty-four
When he entered at the door,
With a blooming and beautiful bride;
But it stopped short

Never to go again,
When the old man died.
CHORUS

My grandfather said
That of those he could hire,
Not a servant so faithful he found;
For it wasted no time,
And had but one desire,
At the close of each week to be wound.
And it kept in its place,
Not a frown upon its face,
And its hand never hung by its side.
But it stopped short
Never to go again,
When the old man died.
CHORUS

It rang an alarm
In the dead of the night,
An alarm that for years had been dumb;
And we knew that his spirit
Was pluming for flight,
That his hour of departure had come.
Still the clock kept the time,
With a soft and muffled chime,
As we silently stood by his side.
But it stopped short
Never to go again,
When the old man died.

Youtube links:

<http://www.youtube.com/watch?v=f3tIIMJ9bK0&feature=related>

Lesson planning template

Lesson # - _____

Level:

Age/Grade:

Activities Summary	Lesson Name & Overview:	
○ ○ ○ ○ ○ ○	Objectives:	
Language Learning Objectives	Concept Objectives	Strategy Objectives
● ● ●	📖 📖 📖	📄 📄 📄

Teaching Phase:

Warm Up:

New Language, Concepts, Strategies:

-
-
-
-

Practice, Reinforcement, Extension

-
-

Materials
✂ ✂ ✂ ✂ ✂ ✂ ✂

Vocabulary	Form-Function Focus
NEW: RECYCLED:	

Homework:

