2

Strategies for Involving LEP Students in the Mainstream Classroom



In most school districts, English as a Second Language (ESL) and bilingual staff and resources are limited. LEP students may be "pulled out" of the mainstream classroom for brief periods of time to receive intensive English instruction, but in reality, the students spend most of the school day in their regular classrooms. Classroom teachers can use many strategies and resources to help LEP students feel welcome and to promote their linguistic and cognitive development.

1. Practices of Successful Teachers of Language Minority Students

1. Rather than relying solely on language to facilitate learning, these teachers use a variety of activities and learning opportunities for students (e.g., visuals, physical activity, and nonverbal cues).

2. When they do use language, they do not rely solely on English, but allow and encourage students to use their native languages as needed to facilitate learning and participation.

3. When these teachers use English, they modify its complexity and content so that students understand and can participate in classroom activities.

4. They also do not rely only on themselves as the sources of knowledge and learning, but encourage interaction among students; bring in older and younger, more proficient and less proficient students from other classes; and involve paraprofessionals and community members in classroom activities.

5. They encourage authentic and meaningful communication and interaction about course content among students, and between themselves and students.

6. They hold high expectations of their students, challenging them to tackle complex concepts and requiring them to think critically, rather than eliciting a preponderance of one-word responses to factual questions that do not require higher order thinking.

7. In content classes, they focus instruction squarely on the content itself, not on English. At the same time, they build English language development into their instruction in all classes, including content classes.

8. They recognize student success overtly and frequently.



2. The Role of Culture in the Classroom

Culture in the classroom should be much more than holidays and food. Using cross-cultural strategies in the classroom helps students from diverse backgrounds begin to understand and value each other's cultural perspectives. This makes them more comfortable in the school environment and thus able to learn more effectively.

Why is it important to be aware of the cultural differences among your students and to incorporate cross-cultural strategies into your classroom? Consider this example of a problem caused by a lack of awareness of cultural differences.

> An ESL teacher whose students recently arrived from the Middle East came to a lesson in the textbook on the use of "need" and "want." The lesson was based on vending machines—"I want a ham sandwich, so I need 3 quarters and a dime." None of the students, however, had ever seen a vending machine or had ever eaten ham, and could not imagine such a food that came out of a machine. The lesson was meaningless for them.

Storytelling

Ask students to tell a story—perhaps a folktale—that is popular in their culture. Allow them to tell it first in their native language, then in English. You might work with them on the English version before they deliver it to the class. Students will develop confidence when allowed to try out a story in their more comfortable language. Their classmates will enjoy figuring out the story and may want to discuss how aspects of the story are similar to those of ones they know.

Show and tell

Ask students to bring in something representative of their culture or country (e.g., a map or flag, clothing, a craft, a holiday decoration). They can tell the class how the object is used, where it came from, how it was made, or why it is important in their culture.

Culture in content areas

Culture is content for every day, not just special days. Use every opportunity you can find to communicate your multicultural perspective. In social studies, supplement your text with materials that show the history and contributions of many peoples. In math and science, take into account other countries' notation systems. Incorporate arts and craft styles from many countries into your fine arts program. Read literature from and about your students' countries of birth.

Misunderstandings

Ask students to think of incidents that involved some kind of cultural misunderstanding and to share them with the class. Did the misunderstanding involve words, body language, rules of time or space, levels of formality, or stereotypes about a culture? Try to use the incidents to help all students see the importance of being flexible in encounters with people from another culture.

Tips for using language minority students as resources in your classroom

Make use of your students' language and cultural knowledge!

Create a supportive environment in the classroom so that the language minority students feel they have a lot to offer and feel comfortable sharing with classmates.

Consider anthropological topics that move beyond geography and general history of students' countries (although these have a role, too). Focus at times on human behavior: family structures, housing arrangements, fuel/food gathering, etc.

Have students bring in traditional handicrafts, artwork, and other locally produced products from their countries.

Incorporate music and drama from the students' countries into your lessons.

Ask students to compare and contrast aspects of American culture with aspects of their own culture.

Since many of your language minority students may have little experience and/or knowledge about their native countries, give them the opportunity to include their parents and relatives as resources for the classroom.

Invite parents to talk about such topics as language, culture, family structure, customs, or agricultural products in their country. Encourage parents to get students involved by bringing in handmade materials, demonstrating food-making processes, or teaching a native dance.

Assign students to conduct oral interviews of family members or community members from their ethnic group to get first-person accounts of, for example, what it was like in Vietnam during the Vietnam War or what life is like for a rug weaver in northern Afghanistan. You can follow the *Foxfire* interviewing model.

Encourage native speakers of other languages to serve as language resources for you and the other students. Your students' multilingual skills can be a real asset to the class. For example, when teaching a unit about agricultural crops, find out how to say *corn, wheat, rice*, and *coffee* in the languages of your students. Are any of the words similar to English? You can use your students as "native informants" if you want to teach an "introduction to language" unit where students are introduced to all the languages spoken in the class.

Have students work on research reports in heterogeneous, cooperative groups so that language minority students serve as resources in each group.



3. Helping LEP Students Adjust to the Classroom

LEP students are faced with the challenge of learning English as well as the school culture. Teachers can help them adjust to their new language and environment in the following ways:

Announce the lesson's objectives and activities

It is important to write the objectives on the board and review them orally before class begins. It is also helpful to place the lesson in the context of its broader theme and preview upcoming lessons.

Write legibly

Teachers need to remember that some students have low levels of literacy or are unaccustomed to the Roman alphabet.

Develop and maintain routines

Routines will help LEP students anticipate what will happen (e.g., types of assignments, ways of giving instructions) without relying solely on language cues.

List and review instructions step by step

Before students begin an activity, teachers should familiarize them with the entire list of instructions. Then, teachers should have students work on each step individually before moving on to the next step. This procedure is ideal for teaching students to solve math and science word problems.

Present frequent summations of the salient points of the lesson

Teachers should (1) try to use visual reviews with lists and charts, (2) paraphrase the salient points where appropriate, and (3) have students provide oral summaries.

Present information in varied ways

By using multiple media in the classroom, teachers reduce reliance on language and place the information in a context that is more comprehensible to the students.

Excerpted from *Integrating Language and Content Instruction: Strategies and Techniques,* Deborah Short, 1991, National Clearinghouse for Bilingual Education.

4. Recommended Classroom Strategies

Using a learner-centered approach to teaching provides LEP students with a greater opportunity to interact meaningfully with educational materials as they acquire English and learn subject matter.

Most of the following recommended strategies are promoted as good teaching strategies for all students. This is an important point because teachers don't usually have the time to prepare a separate lesson for their LEP students and/or to work with them regularly on an individual basis.

A. Total Physical Response (TPR)

TPR activities greatly multiply the amount of language input that can be handled by beginning LEP students. Students become ready to talk sooner when they are under no pressure to do so. TPR activities tie comprehension with performance by eliciting whole-body responses. Students build self-confidence along with a wide-ranging passive vocabulary base as they "learn by doing."

TPR activities help the student adjust to school. Teachers can prepare students to understand the behavior required and the instructions they will hear in mainstream classrooms, in the halls, during fire drills, on trips, etc. Teachers can develop their own scripts that provide students with the vocabulary related to everyday situations such as watching TV, using a pay telephone, getting ready for school, etc.

Seven basic steps outline the strategy:

1. **Setting up.** The teacher sets up a situation in which students follow a set of commands using actions, generally with props, to act out a series of events—for example, shopping for groceries, taking the school bus, or preparing a sandwich.

2. **Demonstration.** The teacher demonstrates or has a student demonstrate the series of actions. Students are expected to pay careful attention, but they do not talk or repeat the commands.

3. **Group live action.** The group acts out the series as the teacher gives commands. Usually this step is repeated several times so that students internalize the series thoroughly before they produce it.

4. **Written copy.** The series is put on chart paper or on the blackboard for students to read and copy.

5. **Oral repetition and questions.** After students have made a written copy, they repeat each line after the teacher, taking care with difficult words. They have ample opportunity to ask questions, and the teacher points out particular pronunciation features such as minimal pairs (soap/soup or cheap/sheep).

6. **Student demonstration.** Students are given the opportunity to play the roles of reader of the series and performer of the actions. The teacher checks comprehension and prompts when needed.

7. **Pairs.** Students work in groups of two or three, one telling or reading the series, and the other(s) listening and responding physically. During the group work time, the teacher can work individually with students.

Examples for Early Elementary Classes

First example:

Stand up.
Sit down.
Raise one hand.
Put your hand down.
Raise two hands.
Put your hands down.
Touch your nose.
Touch your ear, etc.

Second example:

Teddy Bear, Teddy Bear

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news.
Teddy Bear, Teddy Bear, shine your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the light.
Teddy Bear, Teddy Bear, say goodnight.

Examples for Upper Elementary Classes

First example:

Watching TV

1. It's time to watch your favorite show. Turn on the TV.
2. This is the wrong show. You hate this show. Make a terrible face. Change the channel.
3. This show is great! Smile! Sit down in your favorite chair.
4. This part is very funny. Laugh.
5. Now there's a commercial. Get up and get a snack and a drink. Sit down again.
6. The ending is very sad. Cry.
7. The show is over. Turn off the TV.
8. Go to bed.

Second example:

Good Morning

1. It's seven o'clock in the morning.
2. Wake up.
3. Stretch and yawn and rub your eyes.
4. Get up.
5. Do your exercises.
6. Enter the bathroom.
7. Wash your face.
8. Go back to your bedroom.
9. Get dressed.
10. Make the bed.
11. Go to the kitchen.
12. Eat breakfast.
13. Read the newspaper.
14. Go to the bathroom and brush your teeth.
15. Put on your coat.
16. Kiss your family good-bye.
17. Leave the house.

B. Cooperative Learning

Cooperative learning has grown in popularity because it has proven to be effective for both academically advanced and lower achieving students. In addition to promoting learning, this system fosters respect and friendship among heterogeneous groups of students. For this reason, cooperative learning offers much to teachers who are trying to involve LEP students in all-English classroom activities. Also, some language minority students come from cultures that encourage cooperative interaction, and they may be more comfortable in an environment of shared learning.

Cooperative learning includes the following basic elements:

Heterogeneous groups of students with assigned roles to perform

Cooperative learning consists of student-centered learning activities completed by students in heterogeneous groups of two to six. Through a shared learning activity, students benefit from observing learning strategies used by their peers. LEP students further benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful. When students work in heterogeneous groups, issues related to the capabilities and status of group members sometimes arise—cooperative learning addresses these issues by assigning roles to each member of the group. Such roles as "set up," "clean up," and "reporter" help the group complete its tasks smoothly. They provide all members with a purpose that is separate from the academic activity and enable them to contribute to the successful completion of the learning task.

Lessons structured for positive interdependence among group members

After establishing student learning groups, teachers must next consider structuring the lessons to create a situation of positive interdependence among the members of the groups. Several strategies encourage students to depend on each other in a positive way for their learning: limiting available materials, which creates the need for sharing; assigning a single task for the group to complete collaboratively; and assigning each student only a certain piece of the total information necessary to complete a task, such as reading only a portion of an assigned chapter or knowing only one step in a complex math problem. Students are made responsible for each other's learning and only through sharing their pieces of information will the group be able to complete the assignment.

Identification and practice of specific social behaviors

The third basic element in cooperative learning classrooms is the social behaviors necessary for success in working cooperatively. These behaviors include sharing, encouraging others, and accepting responsibility for the learning of others. They must be overtly identified by the teacher, practiced in non-threatening situations, and reinforced throughout the school year.

Evaluation through whole-class wrap-up, individual testing, and group recognition

The fourth feature of cooperative learning is evaluation, which can be done at three levels. The success of shared learning activities is judged daily in a wrap-up or processing session. At the end of the cooperative lesson, the entire class reconvenes to report on content learning and group effectiveness in cooperation. The teacher conducts a classwide discussion in which reporters tell what happened in the group activity, successful learning strategies are shared, and students form generalizations or link learning to previously developed concepts.

Even though students work collaboratively and become responsible for each other's learning, individuals are still held accountable for their own academic achievement. The scores students receive on tests form the basis of class grades, as they do in a traditional classroom.

Examples for Early Elementary Classes

First example:

Numbered Heads Together

This is a simple structure, consisting of four steps:

1. Students number off.
2. Teacher announces a question and a time limit.
3. Students put their heads together to come up with the answer.
4. Teacher calls a number, calls on a student with that number, and recognizes the correct answer.

Second example:

Pairs-Check

Pairs-Check is one way of ensuring that there will be helping among students and that all students will stay on task when they are asked to complete mastery-oriented worksheets. The instructions on a math worksheet might read as follows:

> "You are to work in pairs in your teams. Person one in the pair is to do the first problem, while person two acts as a coach. Coaches, if you agree that person one has done the problem correctly, give him or her some praise, then switch roles. When you have both finished the first two problems, do not continue. You need to first check with the other pair. If you don't agree on the first two problems, figure out what went wrong. When both pairs agree on the first two problems, give a team handshake, and then proceed to the next two problems. Remember to switch roles after each problem. Person one does the odd-numbered problems; person two the even-numbered problems. After every two problems, check with the other pair."

Examples for Upper Elementary Classes

Roundrobin

Roundrobin and Roundtable (Kagan, 1989) are simple cooperative learning techniques that can be used to encourage participation among all group members, especially LEP students. Teachers present a category to students in cooperative learning groups, and students take turns around the group naming items to fit the category. The activity is called Roundrobin when the students give answers orally. When they pass a sheet of paper and write their answers, the activity is called Roundtable.

Good topics for Roundrobin activities are those that have enough components to go at least three times around the circle with ease. Therefore, with cooperative groups of four or five students, the categories should have 12 to 15 easy answers. Topics to use for teaching and practicing Roundrobin could include

- Things that are green.
- Things found in a city.
- Words beginning with A.

Students are usually given a time limit, such as one or two minutes, to list as many items as they can. However, each student speaks in turn so that no one student dominates the list. Roundrobin and Roundtable often help pupils concentrate on efficiency and strategies for recall. During the wrap-up, teachers can ask the most successful team to share strategies that helped them compile their list. Other learning groups will be able to try those strategies in their next round. Roundrobin or Roundtable topics are limited only by the imagination. Here are a few sample categories for various content areas. They are ordered here from simplest (or useful in lower grades) to most advanced (or useful at higher grade levels).

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Examples for Upper Elementary Classes
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Geography and Social Studies

- Places that are cold
- Inventions
- State capitals
- Rivers of the U.S.
- Countries that grow rice
- Rules of England
- Lands where Spanish is spoken

Language Arts and Literature

- Compound words
- Past tense verbs
- Homonyms
- Characters in Dr. Seuss books
- Metaphors
- Fictitious detectives
- Works of Shakespeare

Science

- Things made of glass
- Parts of the body
- Metals
- Elements weighing more than oxygen
- Invertebrates
- Essential vitamins and minerals
- NASA inventions

Math

- Fractions
- Pairs of numbers whose sum is 23
- Multiples of 12
- Degrees in an acute angle
- Prime numbers
- Important mathematicians
- Formulas for finding volume

Jigsaw activities

Jigsaw activities (Slavin, 1981; Kagan, 1989) are designed to emphasize positive interdependence among students. A jigsaw lesson is created by dividing information to be mastered into several pieces and assigning each member of the cooperative group responsibility for one of those pieces.

For example, in a study of planets, one student would be responsible for finding out the mass and major chemical elements on each planet; another would be responsible for finding distances from the sun and between planets and their orbits; a third student would find out the origin of planet names; and the fourth would research satellites. After reading the appropriate chapter in the textbook, students become experts on that one aspect of their study unit. In class, the following day, students meet with other classmates who had the same assignment in expert groups. These groups review, clarify, and enhance their understanding of the topic before returning to their cooperative teams. Once students return, they are responsible for "teaching" the information to their teammates and adding their piece to the jigsaw puzzle.

Student team members' expertise can be developed in a number of ways. In the method described above, all students read the same material— a chapter in the text— but each focuses on a specific area. Expertise can also be formed by giving individual students a part of the total information to share with the others. This second method may involve only a short reading assignment and may be more useful for LEP students or native English speakers who are at low reading levels.

For example, if the learning task were to punctuate a group of sentences, each student on the team could be given a few of the rules for punctuation. The team would have to share their rules with each other in order to complete the task. This same kind of division could be made of steps in a sequence or clues to a mystery. By dividing the information into a jigsaw activity, the teacher ensures that students become positively interdependent on each other to complete the assignment. Each individual feels important because he or she holds a key to the solution,

and the other group members actively encourage him or her to share it.

The following lesson is an example of a jigsaw activity. It consists of a logic problem with different clues given to each group member. It is geared for a second- or third-grade level.

Sample Lesson: Jigsaw Logic Problem I

Logic problems can easily be divided into jigsaw activities by separating the various pieces of information and clues. The following logic problem is first presented as a whole, then split into a jigsaw activity.

Marie, David, and Luc got report cards yesterday. Each student received only one A and each was in a different subject: either math, English, or history. The subject in which each student got the A is his or her favorite subject. From the clues below, tell which subject is each student's favorite.

1. Marie's favorite subject is the one David hates.
2. Luc knows all the times tables and loves long division.
3. David got a D in history.

Student 1

Marie, David, and Luc got report cards yesterday.
Each student received only one A.
Marie's favorite subject is the one David hates.

Student 2

Marie, David, and Luc got report cards yesterday.
The subject in which each student got an A is his or her favorite subject.
Luc knows all the times tables and loves long division.

Student 3

Marie, David, and Luc got report cards yesterday.
Problem: Which subject is the favorite of each student?

Student 4

Marie, David, and Luc got report cards yesterday.
The A's were only in math, English, and history.
David got a D in history.

Solution:

Luc got an A in math (clue 2).
Marie got an A in history (clues 1 and 3).
David got an A in English (process of elimination).

C. Language Experience Approach

The Language Experience Approach has a number of features that enhance whole language learning for LEP students. Students learn that what they say is important enough to be written down; they learn how language is encoded by watching as their oral language is put into print; and they use familiar language—their own—in follow-up activities.

Suggested steps:

1. The "experience" to be written about may be a drawing, something the student brought from home, a group experience planned by the teacher (field trip, science experiment, party, etc.), or simply a topic to discuss.

2. The student is asked to tell about his/her experience. Beginning students might draw a picture of the experience and then label it with help from the teacher, aide, or volunteer.

3. The student then dictates his or her story or experience to the teacher, aide, volunteer, or to another student. The writer copies down the story exactly as it is dictated. (Do not correct the student's grammar while the story is being written down.)

4. The teacher reads the story back, pointing to the words, with the student reading along. With young children at the very beginning levels, it may be necessary to read back each sentence as it is dictated.

5. The student reads the story silently and/or aloud to other students or to the teacher.

6. The experience stories are saved and can be used for instruction in all types of reading skills.

7. When students are ready, they can begin to write their own experience stories. A good way to introduce this is to discuss the experience, write a group experience story, and then have students write their own stories.

8. Students can rewrite their own previous stories as their language development progresses, and then illustrate them to make books for other students to read.

Follow-up activities

Select follow-up activities based on student levels. *Beginning students* might search for certain words and underline them, read the story in chorus, or participate in an oral close activity.

Intermediate students might unscramble sentences, choose words and make cards for a word bank, or match sentence strips to sequenced pictures from a story.

Duplicate the story and have students use small copies for reading, selecting, and practicing vocabulary words. Children may enjoy making covers for their own copies of the story, illustrating the pages, and taking the books home to read to family members.

For students who are in content-area classes but have limited literacy skills, the Language Experience Approach could be a strategy that an ESL teacher or other support staff could use to have the students dictate the main points of a lesson. This approach would not only help students focus on comprehension and retention of important subject matter, but would help improve their reading and writing abilities as well.

D. Dialogue Journals

A dialogue journal is a written conversation in which a student and teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, school year, or course. Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an ongoing written conversation with the student, rather than an evaluator who corrects or comments on the student's writing.

Many teachers of LEP students have found dialogue journals—interactive writing on an individual basis—to be a crucial part of their classes. Dialogue journals not only open a new channel of communication, but they also provide another context for language and literacy development. Students have the opportunity to use English in a non-threatening atmosphere, while interacting with someone who is proficient in English. Because the interaction is written, it allows students to use reading and writing in purposeful ways and provides a natural, comfortable bridge to other kinds of writing.

Tips for using dialogue journals

1. Make sure each student has a notebook to use in journal writing.
2. How you begin a dialogue journal depends on the age and literacy development of your students. Younger students can draw a picture and write about it. You can help older students get started by writing the first entry for their response. Something special about yourself usually elicits a good response.
3. Be sure students know that they can write about anything in their journals, that they won't be graded, and that nobody but you will read them.
4. Students can write during class at a specified time, when they have free time, or outside of class.
5. Be sure to respond to each journal entry. It is better that students write once or twice a week, and for you to respond each time, than writing every day and getting only one response a week. With pre-literate students, you must write your response while they are watching, sounding it out as you write, and point to the words as you reread your response.
6. Never correct student entries. You may ask about meaning when you don't understand something, but don't make comments such as "not clear" or "not enough detail." If a student uses an incorrect form, you may provide the correct form if your response seems natural to do so.
7. Try not to dominate the "conversation." Let the student initiate topics. Too many questions in your responses will result in less language produced by the student, not more.
8. The more often students write and the longer they continue writing, the greater the benefits of journal writing.

Excerpt from a dialogue journal between a teacher and Claudia, a sixth grade student from El Salvador:

Claudia: The new teacher of helper in our class is very good. I like her, don't you like her? Today she helped me and us a lot. But Tony didn't want help. Why doesn't Tony want us to help him?

I will try & bring my lunch every day from now on because the turkey stew & other lunches put me sick. I hate them. When I am very hungry I have to eat them but when I get to my house my stomach hurts & I am sick for 3 days. Can't the teachers protest or say something about the food that they give here?

What do you feed chickens here? We have a hen that layd an egg.

Teacher: The lunches are not that bad! I've eaten them sometimes. You are wise to bring your own lunch. That is usually what I do too. You have such good food at home that nothing served here could taste so good!

Tony is embarrassed. He wants help, but he does not want anyone to know that he needs it. Offer to help him and if he says "no," then leave him alone.

Chickens will eat scraps of bread, wheat, seeds, water, and some insects.

E. Games

Games are a fun and effective way to promote language learning. Action games such as "Simon Says" and "Duck, Duck, Goose," along with finger games such as "Where is Thumbkin?" and "The Itsy Bitsy Spider," are appropriate for early elementary students. Index-card games based on categories and "Twenty Questions" or "What's My Line?" are examples of games that are suitable for upper elementary students. Games are especially helpful when the repetition of words or concepts is necessary to increase a student's knowledge of vocabulary and concepts that require memorization. It is recommended that competition be downplayed for most games, that the rules be few, and that they be clearly explained and demonstrated before play is begun.

Examples for Early Elementary Classes

First example:

Who Took the Cookie?

Group: Who took the cookie from the cookie jar? (Children clap in rhythm)

Leader: Bobbie took the cookie from the cookie jar.

Bobbie: Who, me?

Group: Yes, you.

Bobbie: Couldn't be.

Group: Then who?

Bobbie: Maria took the cookie from the cookie jar.

Maria: Who, me? (Etc.)

Second examle:

Five Little Monkeys (Finger Play)

Five little monkeys, sitting in a tree (hold up hand with fingers spread apart)

Teasing Mr. Alligator: "Can't catch me!" (wag pointing finger back and forth)

Along came Mr. Alligator, hungry as can be (rub tummy)

(Put hands together like an alligator mouth and snap shut quickly)

Four little monkeys, sitting in a tree . . . etc.

Three little monkeys, sitting in a tree . . . etc.

Two little monkeys, sitting in a tree . . . etc.

One little monkey, sitting in a tree . . . etc. (clap hands)

"Ooops, you missed!"

Third example:

A La Rueda De San Miguel

A la rueda de San Miguel
todos traen su caja de miel.
A lo maduro, a lo maduro,
que se voltee (student's name) de burro.

The children form a circle and join hands. After each verse, someone puts a student's name in the last line, e.g., "Que se voltee **Maria** de burro." **Maria** then has to turn and face away from the circle and join hands again. The game continues until everyone is turned facing away from the center of the circle. At the end, while still holding hands, everyone backs toward the middle of the circle and attempts to sit down.

Examples for Upper Elementary Classes

First example:

Concentration

(with index cards)

Prepare index cards: one set with pictures of related items such as fruits, clothing, animals, etc. and a matching set with words that correspond to the pictures.

On the back side of the pictures, write "P."

On the back side of the words, write "W."

Once the students are familiar with the words, turn the cards over and mix them up, and line them up in a grid.

Each student is instructed to turn over one "P" card and one "W" card. If they match, the student keeps them and takes another turn. If they don't match, the student turns them over and the next student has a turn.

Second example:

I'm Going to My Grandmother's House

Students sit in a circle and go in order.

The first person says, "I'm going to my grandmother's house, and I'm going to take an (apple)." (The item chosen must begin with the letter "A.")

The second person says the entire sentence and adds an item beginning with the letter "B."

The third person says the sentence with a "C" item, etc.



If You Want to Know More About These Strategies

1. Resources for Total Physical Response

Nelson, G., & Winters, T. (1980). *ESL Operations: Techniques for Learning While Doing*, Newbury House.

Ramijin, E., & Seely, C. (1988). *Live Action English*, Delta Systems Co., 1-800-323-8270.

2. Resources for Cooperative Learning

Cochran, C. (Summer 1989). *Strategies for Involving LEP Students in the All-English-Medium Classroom: A Cooperative Learning Approach*, Program Information Guide - No. 12, National Clearinghouse on Bilingual Education.

Enright, D.S., & McCloskey, M.L. (1988). *Integrating English: Developing English Language and Literacy in the Multilingual Classroom*, Addison-Wesley, 1-800-552-2259.

Johnson, D.W., Johnson, R. T., Holubec, E.J., & Roy, P. (1984). *Circles of Learning: Cooperation in the Classroom*, Association for Supervision and Curriculum Development (ASCD).

Kagan, S. (1989). *Cooperative Learning Resources for Teachers*, 27402 Camino Capistrano, Suite 201, Laguna Niquel, CA 92577, 714-582-3137.

3. Resources for the Language Experience Approach

Rigg, P. (1989). "Language Experience Approach: Reading Naturally." In Rigg, P. & Allen, V. *When They Don't All Speak English.* (p. 65-76) National Council of Teachers of English, 217-328-3870.

4. Resources on Dialogue Journals

Atwell, N. (1987). *In the Middle: Writing, Reading, and Learning with Adolescents*, Heinemann, Boynton/Cook, 1-800-541-2086.

Peyton, J. (1993). "Dialogue Journals: Interactive Writing to Develop Language and Literacy," ERIC/Center for Applied Linguistics, 202-429-9292.

5. Resources for Games

Claire, E. (1988). *ESL Teacher's Activities Kit*, Prentice Hall.

Clark, R. C. (Ed.) (1982). *Index Card Games for ESL*, Pro Lingua Associates.