Strategies to Support English Learners

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Welcome!

A little about you, and a little about me...
Effective Teaching Practices for English Learners

• Combine interactive approaches with explicit instruction such as instructional conversations, sheltered instruction, vocabulary instruction, explicit skills instruction.
• Build on students’ multilingual experiences
• Involve families and communities
• Build on culturally familiar structures
Instruction for English learners is most effective when:

- It is explicit and systematic
- It allows students to interact with others in their community
- It helps students make connections to what they already know
- Students actively construct knowledge
This graphic organizer will be a note-taking guide for you for this session.

*Label one quadrant-*

Explicit and Systematic Instruction
Explicit and systematic instruction

The teacher clarifies, models, and organizes material for maximum student understanding.
A systematic and explicit map
Use visuals to teach new words
Show students what you want them to do
Follow a systematic sequence of phonics instruction
Use visuals such as sound boards and alphabets
Assess students’ development and use appropriate level instruction.
Clarify second language confusions

Early Letter Name - Alphabetic
It is helpful for all students, and especially for English learners, to have posted procedures for the most common activities that take place in class.
Model and reinforce procedures...

- Show the students how to do a classroom routine or task
- Use simple language and pictures
- Can be used to notice and reinforce positive behavior in the classroom
- Support positive interactions
Model metacognition

Share what you are thinking and doing as you complete a literacy activity so students can learn how to do it.
<table>
<thead>
<tr>
<th>Explicit and Systematic Instruction</th>
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</thead>
<tbody>
<tr>
<td>• Modeling</td>
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<td>• Visuals and Contextualization</td>
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<td>• Clustering</td>
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</tbody>
</table>
Turn to a partner and share...

• In what ways are you good at being explicit and systematic with students?
• What would you like to get better at?
• Write down one next step in the “systematic and explicit” quadrant.
On your graphic organizer label another quadrant:

Engaging in a Learning Community
Engaging in a learning community

There are opportunities for social interaction. All students are connected and held to high expectations.
Consider:
How is your classroom a literacy-learning community?
How are relationships developed?
Plan the physical environment around collaboration and interaction.
Finish the following prompt:

“One way that my students contribute to the learning of others is when they ____________.”
Build relationships with your students by:

• Greeting them
• Learning about life outside of school
• Asking questions
• Checking in
• Sharing personal stories
Maintain a climate of acceptance and respect. “This is a mistake making place. We help each other to learn and grow.”
Engaging in a Learning Community

- Low Anxiety Environment
- Student-to-Student Interactions
- High Expectations
- Student-to-Teacher Connections
Turn to a partner and share...

• In what ways are you good at engaging in a learning community with students?
• What would you like to get better at?
• Write down one next step in the “engaging in a learning community” quadrant.
On your graphic organizer label another quadrant:

Highlighting Connections
Highlighting connections

Help students see relationships, and build on what they know.
AFRICAN LANGUAGES
Help students identify cognates

bank
banco
banque
ibhange
ibhanki
• Focus on meaning making, not correcting
• Use the language experience approach
Use graphic organizers
<table>
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Turn to a partner and share...

- In what ways are you good at highlighting connections with students?
- What would you like to get better at?
- Write down one next step in the “highlighting connections” quadrant.
On your graphic organizer label another quadrant:

Active Construction of Knowledge
Active construction of knowledge

Involve students with hands-on activities, purposeful tasks, and using their bodies and voices.
• Provide hands-on activities
• Provide students with time to talk and process their learning
• Use multiple intelligences
• ... and music and rhythm
• Ensure that students understand how the skill relates to their own learning
• Use total physical response.
### Active Construction of Knowledge

- Hands-on Activities
- Purposeful Activities
- Time to Talk
- Modified Questioning Strategies
- Multiple Intelligences
- Music and Rhythm
- Total Physical Response
Turn to a partner and share...

• In what ways are you good at helping students actively construct knowledge?
• What would you like to get better at?
• Write down one next step in the “active construction of knowledge” quadrant.
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Using the support strategies increases English learners’ opportunities for success!