

## BRAIN-COMPATIBLE STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Recently science has evolved in the study of the human brain. Theorists in the field have coined a term to use when speaking about best practices – Brain-compatible Strategies. Implications for the elementary classroom indicate that students have a higher rate of success when such strategies are used in the classroom as a main mode of delivery for instruction and assessment. Use the methods below during instruction, assignments and assessments to increase the possibility of mastery learning in the classroom.

- **Visuals**

-projectors, photos, pictures, drawings, models, movies, graphics

- **Storytelling**

-use a story to convey a message, guide students in creating story maps, act out the story

- **Drawing**

-Drawing figures helped improve critical thinking and verbal skills .Having students add drawings or doodles to their notes helps them comprehend and encode new content for later recall.

- **Graphic organizers**

-Are a way for the brain to remember things better when they are broken into parts or sequence. Graphic organizers are powerful tools for instruction since they enable students to organize data into segments or chunks that they can comprehend and manage. Ex: Venn Diagrams, PIE charts, T-charts, Graphs, Sequence charts

- **Writing**

-Teach students to record their thoughts, take notes, and jot down things for reference for later times. Keep a specific journal or notebook for this purpose.

- **Mnemonic devices**

-Mnemonic tools work because they provide the brain with powerful cues for recalling chunks of information. people who use mnemonic devices learn two to three times more than those who learn normally (Jensen).

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### **Special points of interest:**

- Brain-Compatible Strategies
- Learning Centers
  - 3 types of learning centers

## BRAIN-COMPATIBLE (CONT.)

- **Movement**

-Movement not only assist with reading, gets the blood and glucose to the brain, and provides lots of fun during learning but it also assists with our strongest memory system procedural memory.

- **Visualization**

-The strategy of visualization provides opportunities for students to use their imaginations to facilitate both vocabulary development and comprehension across the curriculum. Successful students are afforded the chance to use their imaginations to fill in gaps, complete assignments, and create or assign meaning.

- **Music**

-Only use music 15-20% of the time in the classroom. Use songs to teach concepts and aid in transition time between activities during classroom routine.

## ESL SOTM— LEARNING CENTERS

The ESL Department has many, many pre-made learning center activities that are available for use in the classroom for English, Science, Math, and Geography. Centers are designed to enhance the learning of concepts, skills, themes, or topics. Centers can be used in three different ways: enrichment centers, skill centers, and interest /exploratory centers. Stop by the ESL room to see what is available.

**Enrichment centers:** are typically used after the presentation of important materials or concepts and are designed to provide students with opportunities to enrich and enhance their appreciation and understanding of the topics through individual experiences in the center. These centers further develop the topic and extend information about the topic.

**Skills centers:** used after the initial teaching of a concept or skill but students are assigned and related to particular areas in the center as opposed to having free choice of the topics they want to pursue. The task concentrates on a specific and focalized skill. These centers reinforce skills needed to meet standards.

**Interest/Exploratory:** may not necessarily match the content of the textbook or the curriculum; instead they provide students with hands-on experiences they can pursue at their own pace and level of curiosity.

