

READING ALOUD

Reading aloud provides ESL students an enjoyable way to practice pronunciation. The teacher should first read the selection aloud to the class giving students the opportunity to practice listening skills and observe the way the teacher groups words while reading. The next step is to divide students into pairs or groups so they can practice reading the same text to one another. In general, read aloud materials should be short, and at a



lower reading level than students' silent reading level. This helps avoid processing problems. Plays, speeches, news transcripts, and announcements are excellent read aloud choices because they are authentic read aloud materials. That is, they were originally written for the purpose of being read aloud in a certain setting.



-Read aloud to students often.

Regularly reading aloud to ESL students exposes them to more challenging concepts and language than they are normally capable of reading for themselves. Regular read aloud sessions also exposes students to a wide variety of genres which are read aloud differently from one another.

-Involve students in interactive read-aloud sessions.

In an "interactive" read aloud, the teacher stops reading periodically to involve the class. The teacher may ask the class a question or prompt them to respond in another way such as jotting an answer on paper or sharing a response with a partner. Students become invested in the story.

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Special points of interest:

- Reading aloud

READING ALOUD (CONT.)

-Make the story memorable.

Assume the identity of the characters in the book to communicate emotion to listeners. Likewise teachers should use **figurative language devices and techniques** to get students to become



emotionally invested in the story. Books that contain onomatopoeias-(the sounds that represent sounds ex: BOOM! POW! BANG! SLAM! CRACK! WHACK!) are a good choice. Books with these types of words require teachers to tap into their inner sense of drama and theater. Another way to make the story memorable is to choose books that have been made into motion pictures to **incorporate technology** in the delivery of the book. Students can listen to the story, discuss it, write about it, and then watch the movie and compare it to the book. Aside from **using before,**

during and after reading strategies, read books that your students are interested in learning about. Reading should be an enjoyable experience for teachers and students alike.

ESL SOTM (STRATEGY OF THE MONTH)— ACCESS PRIOR KNOWLEDGE

Assessing Prior Knowledge is a research based metacognitive strategy supported by the Marzano educational framework and philosophy (www.marzanoresearch.com). Before beginning a unit of study teacher's should assess Limited English Proficient (LEP) students' knowledge. There are a number of techniques for ascertaining how much students know about a topic. These techniques also show where students' misconceptions need to be clarified. Some solid, easy-to-incorporate techniques are a KWL chart and an Anticipation Guide. These tools informally assess what students know and establish a purpose for reading and learning, consequently generating a post reading reflection stimulus. The teacher has an important role during the process of using an anticipation guide. During the peer and class discussions, it is very important for the teacher not

to give away the correct answers to student but guide the discussion in such a way as to prompt student response.

These two tools are good resources for teachers who seek to minimize teacher talk time in the classroom!

NAME _____

Let's Learn About GEOMETRY

Before		Statements	After	
T	F	Polygons are baby frogs.	T	F
T	F	Triangles are not polygons.	T	F
T	F	Shapes with 5 sides are called hexagons.	T	F
T	F	Pentagons have 4 sides.	T	F
T	F	Shapes with 4 sides are called quadrilaterals.	T	F
T	F	Squares are NOT quadrilaterals.	T	F
T	F	Rectangles are quadrilaterals.	T	F
T	F	A circle has 1 side.	T	F

K-W-L CHART

TOPIC: _____

Know	Want to Know	Learned

NAME: _____ DATE: _____