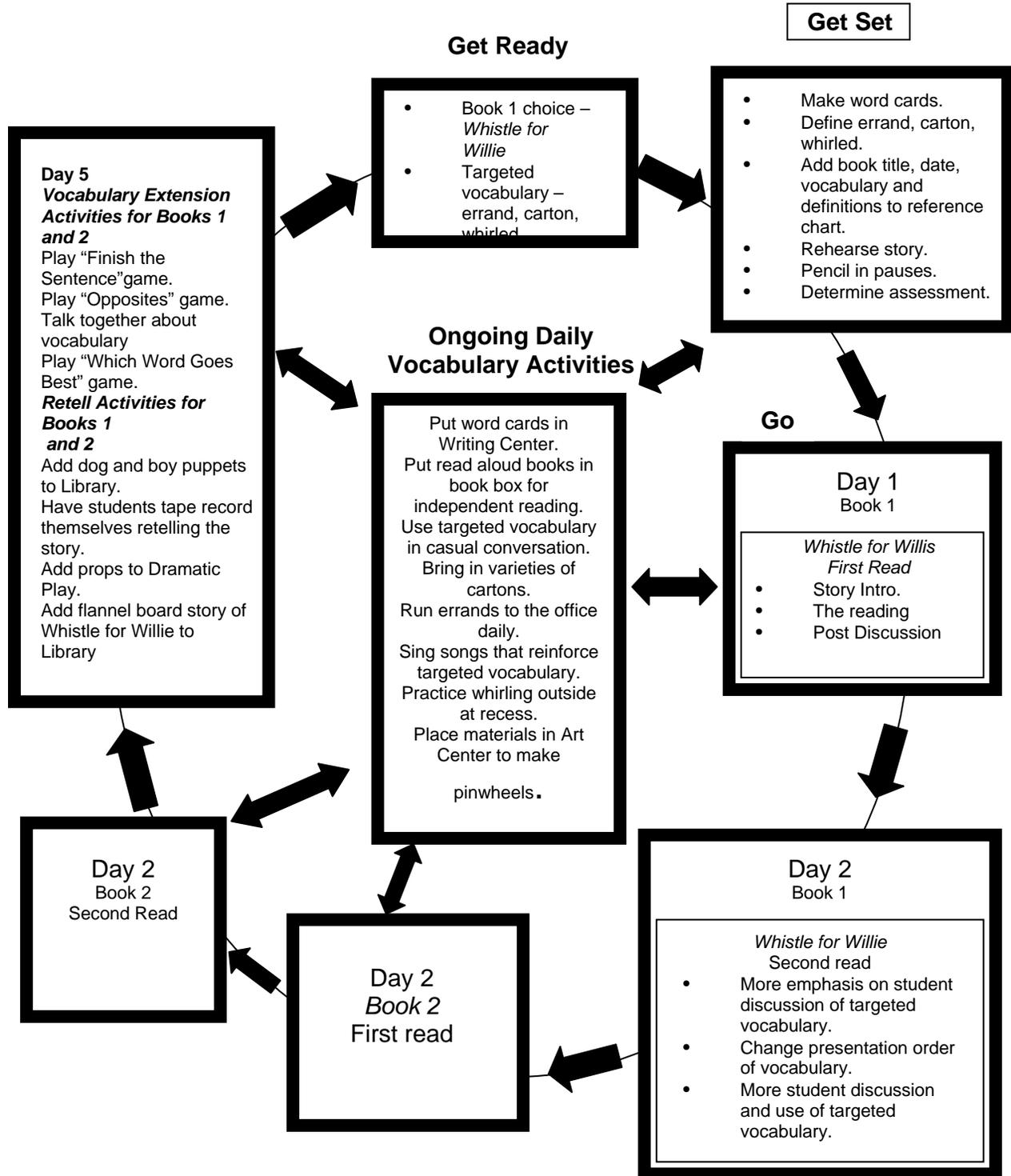


# Read Aloud Planning Flow Chart for Whistle for Willie by Ezra Jack Keats



## **Additional Consideration for Students Struggling with Vocabulary Acquisition**

The research evidence is unequivocal: children enter kindergarten with significant differences in critical early literacy skills, and these differences place many children at serious risk for failing to learn how to read and understand text. As a result, early intervention matters, and it matters more for children who enter with less. (Coyne, Simmons, and Kame'enui, 2004)

While all students benefit from the intentional teaching of vocabulary, special consideration must be given to those students who may require greater intensity and duration of instruction. Some of these students may include those from poverty, those with special needs and English Language Learners (ELL).

According to Patton O. Tabor's book *One Child, Two Languages*, the following are ideas that have proven to be successful with ELL students. In reviewing the list, it is clear that many of these would work for any student who struggles with vocabulary acquisition.

- **Include predictable texts** – Predictable books are highly repetitive and contain simplified text. This makes it easy for students to engage with these books.
- **Keep it short** – some students may not be able to sit for long periods of time, especially when they are having difficulty comprehending. If the text is long, the teacher should consider reading it over a period of time. After each reading, remind students to “stay tuned” to find out what happens next time.
- **Consider book illustrations** – When selecting read alouds, give extra attention to quality of illustrations and their support of the text. The illustrations should be “eye catching” and grab the students attention.

- **Read in small groups** – While most teachers read in total group, it is far more beneficial for struggling students to be read to in small groups. This allows the teacher to tailor how the book is presented and encourages students to become more actively involved in their learning.
- **Read books more than once** – Rereading the same book several times allows the students to gain additional information from the story. The teacher will need to highlight different aspects of the book to maintain student interest.
- **Encourage students to read to one another** – For ELL students, some of the best vocabulary learning takes place when students are sharing books with one another. It is not necessary for students to reread the book correctly or pronounce the English sounds accurately. It is only important that they share their interest, excitement and understanding of the story. An ELL student may feel more comfortable asking questions of a peer than of a teacher.

Additional strategies for struggling students include:

- **Be thoughtful of student background** – When possible, include texts that match the culture and background knowledge of all students. (Drucker, 2003)
- **Read to students several times a day** – The power of reading aloud cannot be underestimated. A study by researchers Freeman and Freeman indicated that when teachers read to students three times a day for a week, vocabulary scores rose by 40%. (Freeman and Freeman, 2000)
- **Read with extra enthusiasm and energy** – Students are very sensitive to the teacher’s moods. By reading with extra energy and showing a love of the reading experience, students will be able to maintain interest in the read aloud and the enthusiasm may become contagious.
- **Use exaggerated facial and body gestures** – In order to commit vocabulary words to memory, students may need a “memorable” experience. A teacher’s exaggerated gesture may offer just such a connection.

- **Use visual aids** – Building new vocabulary can be difficult for young students. By using simple props, brief dramatizations and pantomime, students will be better able to connect a word to a concept. Whenever possible, use an authentic object. When that is not possible, use a concrete representation of the object. Student learning moves from concrete to pictorial to symbolic representation.
- **Use singing paired with sign language/movement to reinforce targeted vocabulary** – Singing with accompanying movement strengthens the building of brain connections. According to a 1999 study, elementary school students who engaged in singing paired with accompanying sign language, improved their ability to identify targeted vocabulary words. (Drucker, 2003)
- **Use story dramatization** – Encourage students to use physical gestures with songs, poems and readings as they retell stories in order to reinforce the targeted vocabulary words.
- **Avoid overemphasizing vocabulary pronunciation** – English Language Learner’s accuracy of pronunciation of English sounds and words is largely unrelated to their ability to learn to read. (Birch, 2002)
- **Offer increased informal opportunities for targeted vocabulary use** – English Language Learners may not acquire new vocabulary immediately. They need additional time to hear, repeat, use and internalize new words. Therefore, offer students additional time to use new vocabulary in authentic contexts, such as snack time and center time. Be sure to incorporate repeated use of the targeted vocabulary throughout the teaching day.
- **Find targeted vocabulary in additional texts** – An effective method for vocabulary development is “narrow reading” or exposing students to the same vocabulary words in a number of different texts. While these words do not have to be targeted each time, their simple repetition will strengthen students’ word acquisition. (Drucker, 2003)

- **Capitalize on students' native language** – English Language Learners who continue to speak their native language have greater success in learning English. It is recommended that students be given many opportunities to share “their” words and expressions for the English concepts/vocabulary being taught. (Miller and Endo, 2004)
- **Create a risk free environment** – Students' attitude toward learning and their self-confidence are key to whether they will be successful. Having the confidence to take a risk without fear of failure allows learning to take place. This cannot be overemphasized.

# **CHOOSE A BOOK FOR VOCABULARY BUILDING**

- 1. What three words would you choose for intentional vocabulary instruction?**
- 2. What definition would you give for each word?**
- 3. What vocabulary could you choose for incidental vocabulary instruction?**
- 4. What vocabulary did you discuss and opt not to use?**
- 5. What strategy would you use to introduce and reinforce vocabulary day one? Day two?**

## **Vocabulary Building**

1. What is one strategy you are presently using that you will continue to use?

2. What is one new strategy that you will begin to use?

3. How will you know if your work is a success?

## **Can you find anything wrong with this letter?**

Dear Parents/Guardians,

On Thursday, June 4<sup>th</sup>, we are taking a special class trip: we will be going to the Washington air and space museum. It is important that each child bring their lunch, as well as money for a drink. I am also looking for chaperons who can help out on the trip. Children may also bring money to buy a small souvenir.

We will be leaving the school at 9:00 o' sharp, so make sure that your child get's enough sleep the night before. We want each child to bring their coat in case it is to cool in the museum. We also hope that your child will wear comfy shoes for we will be doing lots of walking. Therefore do not forget a coat; sneakers; and money for a souvenir and a drink.

If you have any questions do not hesitate to call on me: I can be reached at 301 222-2222 or email me.

sincerely,

Shari Ostrow Scher

## **The House As A Learning Lab**

### **Language Arts:**

**Make A Book** - Take sandwich bags and staple them together on the closed side. Put tape on the side so that the staples do not show. Make books that allow your child to add pictures that start with the letters of his name, pictures that represent favorites, pictures that represent the different letters of the alphabet. As you do this, talk about the sounds the beginning letters make, the words that describe the pictures, the letters found in the labeling of all pictures.

**Let's Make A Letter** - Make play-doh. After exploring with the play-doh, have your child practice making letters, and then talk about the sound that the letter makes. Talk about things that start with the sound. As your child gets older, talk about sounds at the end of the word and in the middle of the word. Give your child a simple word, and see if he can make it using the play-doh.

**Shake A Letter** - Cut garbage bags into strips. Tell your child that you are going to shake the strip to the spelling of a name. When you say the first letter, shake the strip up high. When it is the rest of the word, hold the strip low (i.e. B, en). Next, shake the strip as you spell each word in the name (i.e. B E N). Shake the strip for every word in the sentence, doing one word high, and the next word low (i.e. My (shake high), name (shake low) is (shake high) Ben (shake low). Let your child decide on the sentence.

**Fun With Words** - Play word games. Have your child think of words that describe himself, describe you, describe a piece of furniture. Offer a toothpick for every word said, or keep a hanging chart of the number. See if your child can beat his own record as he uses more and more words to describe items on subsequent days.

**Tell Your Story** - Make a simple book that tells your child about your growing up experiences. Describe your house, your school, your family, your favorite foods, favorite holidays. Encourage your child to do the same

**Label The Best** - Take pictures, pictures and more pictures. Keep a photo album with your child's labeling of the pictures. The labeling can be done by your child or dictated and done by you. Make as many albums and books as your child wishes.

**Write With Water** - Get a glass and a paint brush. Encourage your child to write on the walls with water, write on the floor, go outside and write. Let your child explore with the brush and the water, and then have him practice his letters and numbers.

**Nursery Rhymes** - Act out nursery rhymes with your child. Use simple props, found around the house, to make the rhymes even more fun!

**Books, Magazines, And More** - Get boxes and have your child decorate each. Place them in different rooms in the house and fill them with magazines, books, written materials with pictures. Encourage your child to read in every room in the house.

**Be a Role Model** - Talk with confidence about reading. Have your child see you read recipes, magazines, books, mail, and write to communicate.

**Additional Ideas:**

Build with soup and vegetable cans, pasta boxes

Listen and move to music, all kinds of music

Talk and talk some more

Listen and build on your child's interests

Make a big box something new

Make every trip to the store an adventure

Have a 'creative' box

**Turn off the television, the computer, the phone!!!!**

## **A Language, Literacy Rich Classroom**

Why is a language rich classroom important?

Why is a literacy rich classroom important?

What does such a room look like?

What does such a room sound like?

What is the one best thing I presently do to build language?

What is the one best thing I presently do to build literacy?

In what ways might I help parents come up with ways they can work with their children at home?