Strategies for Teaching English, Literature, Tolerance, and Understanding

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Lydia Stack & Mary Lou McCloskey

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1. 3-2-1- Summary

Purpose: As the name suggests, this is a strategy that allows learners to create a brief, 3-part summary of a text/reading material (Levine & McCloskey, 2008; Saphier & Haley, 1993). The three levels of the task represent three levels of comprehending and conceptualizing a story (remembering facts, connecting events, and determining theme/main idea), and help learners to develop the key academic skill of summarizing.

Procedure:
1. Before students read a text, introduce the 3-2-1 summary form below, which they will complete after the reading.
2. As they read, remind students to keep the summary in mind.
3. After students have finished the text, have them work alone or with a partner to return to the text to find the information and create the summary. Once the charts are completed, guide students to share their observations with one another in small groups. Have groups select favorite responses that they will share with the larger group.
4. Elicit sample answers from the whole class to conclude the activity. For a future review lesson, make a list of the questions students ask about the text and of the things students would like to learn more about.

<table>
<tr><td colspan="2" align="center">3-2-1- Summary</td></tr>
<tr><td>3. Who are three characters in the story?</td><td>1.
2.
3.</td></tr>
<tr><td>2. What are two important things that happened in the story?</td><td>1.
2.</td></tr>
<tr><td>1. What is one thing that the story teaches?</td><td>1.</td></tr>
</table>

2. Carrousel

Purpose: Learners work together in groups to answer questions and/or provide opinions on a question/topic and to reflect on and expand on the ideas of others. This works well to summarize a lesson or unit.

Procedure:
1. Arrange chart paper in several parts of the room and write a question on each chart.
2. Assign a group of students to each chart. Each group uses a different colored marker.
3. Assign group members different roles: leader, reader, note-taker, participation monitor…
4. Have each group answer the question on the chart paper.
5. After about five minutes, the group rotates to the next chart.
6. Students check off answers they agree with, elaborate on answers, revise answers and add their own answers to the charts as they rotate around the room.
7. The last group at a chart shares the information**.**

3.   Dipsticking

Purpose: Quick checks on learner comprehension/understanding during teaching.

Procedure:
1. Teacher asks questions to check comprehension.
2. All students respond at once using signals or other means. Answers might be shown by:
   - Thumbs up, thumbs down
   - Number of fingers showing answer to a multiple choice question.
   - Sign language to show word or letter
   - Writing on scrap paper or slates
   - Color-coded cards
   - Symbols
3. Students may be asked to close their eyes when they show sign or signal, so they won't be influenced by others' answers.
4. Teacher quickly observes answers and determines who understands and who is having trouble, and adjusts lesson accordingly

3a. Dipsticking with Cards

Purpose: This form of Dipsticking uses card responses to assess what learners know about a topic, and how confident they feel.

Procedures:
1. Ask students make answer cards for questions you will ask. Cards can be true/false, yes/no/maybe, multiple choice: 1/2/3/4, or whatever fits your content. Create or locate comprehension questions on the topics being studied.
2. Teach students to use the cards to give individual answers to questions you ask. Ask the question and have students choose their answers silently. At a signal from you, learners hold up their cards. To help students answer only for themselves, be very explicit about the signal and have everyone give it at the same time, e.g., "Ready, 1, 2, 3, Cards up!"
3. Every 10 minutes or so, ask a few recall questions about the lessons and have students answer the questions by holding up a card. Do a quick check of the percentage of right answers. If you see less than 90%, it might be time to re-teach another way. You can also pinpoint individuals who need individual help.
4. Variation: have students hold up the cards with their eyes closed, so no one can see anyone else's response.

4. Exit Ticket

Purpose: Quick summary and assessment at the end of a lesson

Procedure:
1. Teacher asks summarizing question or gives summarizing task about a lesson.
2. During the last 3 to 5 minutes of the lesson, students write or draw their response, summary or questions about the lesson on a small piece of paper known as an "exit ticket"
3. Students hand the "exit ticket" to the teacher as they leave the room

4. Teacher uses exit tickets to assess comprehension.
5. Teacher may share some of the "exit tickets" with learners at the beginning of the next lesson

5. Fortuneteller

Purpose: Students design Fortunetellers to practice vocabulary and comprehension questions from the story.

Procedures:
1. Students make a Fortuneteller by following the directions below.
2. On the outside flaps they write new vocabulary words from the story that they want to learn
3. On the inside they write the numbers 1-8 or eight more vocabulary works. Write one in each small triangle
4. Students open the triangles and write four comprehension questions about the story.
5. To play, a student asks his or her partner to:
   • Pick a word (the student then spells the word as she moves the Fortuneteller)
   • Pick another word (the student spells that word as she moves the Fortuneteller)
   • Pick another word (the student opens the triangle with that word and reads the question written there)
   • The second student answers the question.
6. Students trade places

To make a fortune teller:
1. Start with a square of paper.
2. Fold the square on the diagonal. Open the square and fold on the other diagonal.
3. Open it up.
4. Fold a corner into the center. Fold the opposite corner.
   Fold the other two corners. You'll end up with a square.
5. Turn the square over. Fold a corner into the center. Repeat with the opposite corner. the remaining two corners.
   You'll end up with a smaller square.
6. Fold the square in half. Unfold and fold the other way.
7. Unfold and pull the four points together. Put a finger under each of the four flaps to work the Fortuneteller.
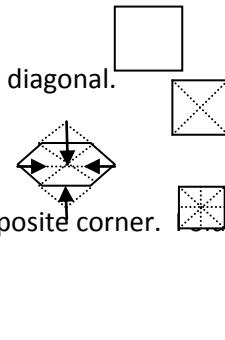
6.   Give One – Get One

Purpose: To share information with other students and to learn from other students

Procedure:
1. Ask students to write three things they know about the topic on a piece of paper
2. Next ask students to draw a line under the last thing they wrote
3. Students walk around and "give" one of the items they wrote to another student and "get" an item from that student.
4. They should write the student's name by the item they "get" from the student
5. Students report to the class what they have on their paper.

7.   Index Card Life History

Purpose: To share information and interests with the class

Procedure:
1. Pass out an index card to each student.
2. Ask students to write their name, school, city and country and title in the center of the card
3. Ask students to draw something about their families in the left upper corner
4. Ask students to draw something about their hobbies and what they do in their free time in the right upper corner
5. Ask students to draw the type of music they like in the left lower corner
6. Ask students to draw their goals for the future in the right lower corner
7. Students find someone they do not know well and introduce themselves.
8. Then they exchange cards with that person
9. Partners introduce one another to the class using the cards as prompts.
   Note: Vary questions/drawings to meet the needs of the group.

8.   Inside/Outside Circles

Purpose: To provide authentic opportunities to give and get information from a number of other students.

Procedure:
1. Students prepare questions and answers. These might be about new vocabulary or questions about a content area they have studied.
2. Students stand in two circles, one inside the other. The students in the inside circle face out and the students in the outside circle face in.
3. Students in the inside circle ask the students in the outside circle a question. Then the students in the outside circle answer the question.
4. After asking and answering a question the students on the outside circle move to the right. They face a new partner and ask and answer questions again. Students rotate after each question.
5. The questions for Inside-Outside Circle can be presented in two ways.
   • The teacher asks a question and the students respond to their partners
   • The students hold index cards with the question to be asked. The students show their partners their index card question and get a response before rotating.
6. Variation: Have each pair swap cards before moving around the circle.

9.   Into-Through-Beyond Approach

Purpose: This approach to reading a text helps teachers provide scaffolding support for English learners before, during, and after the reading.

Procedures:
1. Into the reading:
   a. Connect the topic to learners' previous experience
   b. Activate and build background knowledge as needed
   c. Develop key vocabulary
   d. Introduce reading strategy to be used when reading the text
   e. Introduce, explain, and discuss text structure or schema
2. Through the reading

a. Guide learners to use reading strategy.
   b. Provide vocabulary support as needed (e.g.,, glossary, dictionary, word wall).
   c. Provide alternatives to access the text as appropriate for learner level, e.g., read aloud, audio recording, jigsaw, choral reading, reciprocal teaching.

3. Beyond the reading
   a. Help learners review, discuss, evaluate text with discussion strategies.
   b. Review vocabulary and develop word solving skills around important words in the text.
   c. Use language of text as model for grammar, writing conventions.
   d. Use the text to learn about literature: genre, literary devices, rhetoric, etc.
   e. Use the genre of the text as a model for writing and other expression.

10. Line-Ups

Purpose: This activity provides for authentic use of language learned, repeated practice of structures being studied, along with opportunities to move around and interact.

Procedures:
1. Have learners line up in order along some continuum, e.g., day and month of their birth, alphabetical or numerical order, etc.
2. Teach the language they will need to determine the order, e.g., what month and day were you born? What number do you have?
3. Have learners use the language to ask one another questions so they can line up in the order requested.
4. Talk about what they learned about one another, what language they used, and where else they might use that language.

11. Numbered Heads Together

Purpose: Learners work together in a group to find the answer to a question or problem. Everyone has to be prepared to present the group's answer. Students have responsibility for learning both as individuals and as group members.

Procedure:
1. Prepare problems/review questions about a topic. Ask students to form groups of about four.
2. Students in each group number off, 1, 2, 3 or 4. (If groups have 5, two students take turns as one number; if groups have 3, one student has two numbers).
3. The teacher asks a question and gives an appropriate time limit.
4. Students take a few minutes to "put their heads together" to find and agree on an answer.
5. Teacher calls a number to designate which student will answer for the team
6. Students with that number give their groups' answers (verbally, on paper, or on the board)
7. Teacher gives feedback as appropriate: teams may receive points for correct answers, creative answers, correct spelling, etc.

12. Pocket Chart

To make a pocket chart:

1. Start with a sheet of paper about 100cm x 120 cm. Use a double thickness if the paper is thin.
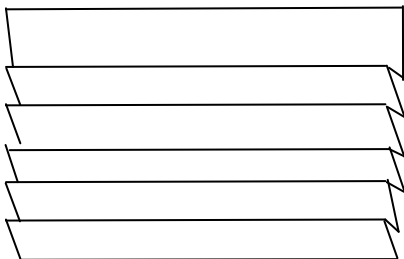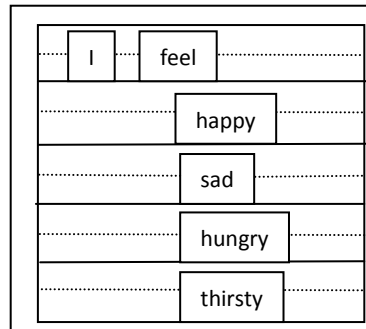
100cm

120cm
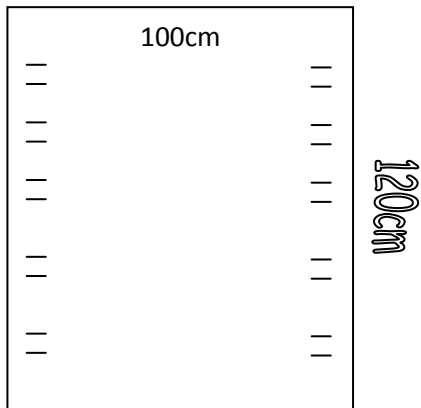
Ways to Use a Pocket Chart

♦ Letter patterns

♦ Word patterns; word parts

♦ Sentence patterns

♦ Vocabulary pictures/words

♦ Concept Charts

♦ Grammar Charts...

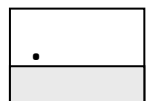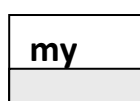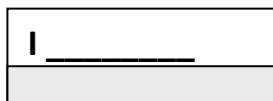2. Mark the long sides in this pattern: 10cm, 3cm, 10cm, 3cm, etc.

3. Fold across the marks to make pockets.

4. Secure sides with tape or stapled strips, or sew on machine

| I | feel |
| happy |
| sad |
| hungry |
| thirsty |

5. Remember not to write on lowest 3 cm of word/picture/sentence cards. This space will be inside the pocket.

| I _____ | chart __ | my | love | pocket | . |

13. Quickwrite

Purpose: Learners write quickly about a topic they will explore to activate background information.

Procedure:
1. Ask students to write for 5 minutes without stopping about a topic.
2. If they don't know what to write, ask them to write the last word they wrote over and over until a new idea comes into their head. Tell them not to worry about form or spelling. The important thing is to get the ideas down on paper.
3. Ask students to find a partner and read what they wrote to their partner. They then listen to what their partner wrote. Partners discuss what they wrote.
4. Ask for volunteers to read what they wrote to the class.
5. Use learners' ideas as pre-assessment to guide introduction of topics. Refer back to their original ideas as appropriate.

14. Reader's Theater

Purpose: Learners read literature aloud dramatically in the form of a play/dialogue.

Procedure:
1. Introduce Readers' Theatre with a prepared script.
2. Have learners read the script aloud, taking the parts of various characters.
3. Adjust the assignment of characters to match student reading levels.
4. Later, involve students in creating scripts from text – be sure to choose texts with lots of dialogue.
5. Help learners revise and perfect script.
6. Students perform the skit by reading it aloud and acting it out as appropriate.

15. Reading Aloud to Learners

Purpose: Almost all good readers were read to as children. Reading aloud is invaluable to help learners of English of all ages learn the sounds of the language, the structure of stories in the culture, much about how the language works, rich vocabulary, and the all-important love of reading.

Procedure:
1. Read aloud to learners often -- daily if possible.
2. Make your reading time a happy, comfortable, and pressure-free.
3. If you are using picture books, have the learners sit close so they all can see. Stop to hold up the pictures in a circular motion so everyone has a chance to see them clearly.
4. Select books that you are enthusiastic about and that will be of interest to your learners. Consider the language levels of your students and vary the books to meet the interests and needs of all. Look for many kinds of books, and include some that compliment what students are learning in other content areas. You may choose to focus on one author or subject for a while, helping learners to develop interest in depth. Choose books purposefully to help students discover themes, formats, style and types of literature.
5. Introduce books carefully. Share why you selected the book and why you think it will interest them. Ask questions that help learners make connections between their own

experiences and the content of the book. Introduce the title, author and illustrator, and share what the author and illustrator do. Show the front and back cover and encourage learners to make predictions about what will be in the book.

6. Focus learners' attention at the beginning of the story. You might bring in a prop related to the story, for example. Take learners on a "book walk" through the pages of the book, encouraging them to comment on pictures and introducing important vocabulary for understanding the story.

7. Practice the skills of reading well. Pay attention to your clarity and expressiveness. Use volume, stress, pitch, and variations in speed to bring the story to life. Invent voices for different characters. Pace your reading slowly for English learners, who need more time to process unfamiliar language.

8. Stop occasionally to recap the story and to check learners' comprehension. Ask questions at a variety of levels, so that everyone in the class can be challenged, but not frustrated. For example, a beginner to point to the picture of a character you name and then ask advanced learners about the character's motivation.

9. As you read consistently, learners will develop increased attention span and interest and will begin to want to read the books themselves.

16. Sunshine Outline

Purpose: The purpose of this activity is to learn to ask and answer the basic questions of a narrative: *Who, What, When, Where*, and *Why*

Procedure:

- Using the Sunshine Outline, students ask themselves or one another questions about the topic or story.
- Students answer the questions based on their reading or learning about the topic.
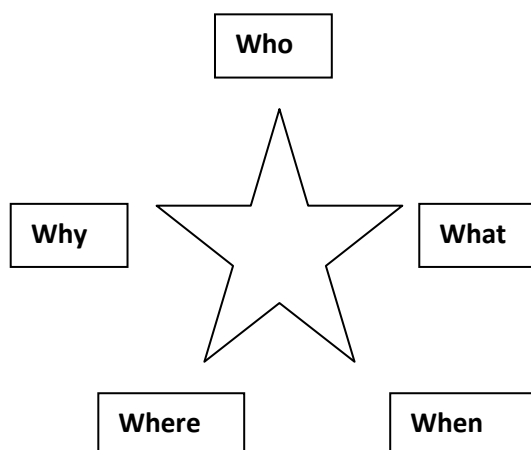
17. Think/Pair/Share and Think, Quickwrite, Pair Share

Purpose: Pair Share structures offer learners the opportunity to think, listen and respond to their peers. Learners gain a shared sense of meaning of the text (Snow, Burns, & Griffin, 1998). They also connect their own experience to new information and gain from the experience of their peers as well as from negotiating meaning (Swain & Lapkin, 2000). Learners are active while processing what they have read.

Into the lesson: Asks pairs a previewing question to activate prior knowledge, e.g., "What do you think will happen to the main character? "What would happen if ….?"

Beyond the lesson: Ask pairs a comprehension question or an opinion question, e.g., "How would you summarize the story?" "What do you think happens next?"; or present a problem to be solved.

If using this answering structure regularly, mix pairs of students, i.e., one time students might work with the student in front/behind them; another time they work with the student to their right./left

Procedure *for Think, Pair, Share*
1. *Think:* Students think about the question and relate their own experience and ideas.
2. *Pair*: Partners take turns exchanging their ideas and listening carefully.
3. *Share:* Pairs share their answer with the whole class or another pair of students. Each person shares his/her partner's ideas.

Procedure *for Think, Quickwrite, Pair, Share*
1. *Think:* Students think about the question and their responses.
2. *Quickwrite:* Students write about their response for 5 minutes without stopping. Assure them that spelling and grammar are not important in this activity because this is a "quick write." It's more important to get the idea down on paper than to be perfectly written.
3. *Pair:* Partners read what they wrote to their partner and listen to their partners' reading; then discuss.
4. *Share*: Pairs of students get together with another pair of students in groups of four. Students take turns talking and telling each other their response. Ask the class who had a partner with really good ideas. A few individuals can then share their partner's ideas with the full class.

18. Word Square

Purpose: The Word Square graphic organizer (McCloskey & Stack, 1996) is a tool for multidimensional vocabulary development. Learners use a variety of ways to study a new term,

including writing the word in English and their home language, writing a personal definition, writing a dictionary (or glossary) definition, using the word in an original sentence that shows its meaning, and drawing a picture of the word or action.

Procedure

1. Draw a four square on the board. Label each of the squares: Definition (or meaning), Characteristics, Examples (or Picture), Non-Examples.
2. Demonstrate by doing a Word Square with the whole class. Select a new word from a reading selection. Complete the square with the help of the class.
3. If using this graphic organizer during the **Into** part of the lesson, the teacher should select important words for the reading and write them on the board. Students should work in groups or pairs on each assigned Word Square.
4. If you use this graphic organizer following the lesson, in the Beyond section, words can be self-selected or assigned and students can create their word squares independently or in pairs. Circulate the squares and let other class members offer feedback and suggestions.
5. Remind students that they can use this tool on their own with words that challenge them.