



ELL TEACHING STRATEGIES GUIDEBOOK

ABSTRACT

This guidebook contains descriptions of ten different teaching strategies effective for ELL students. There is a description of each strategy followed by step-by-step instructions, a lesson plan with an anchor book and an assessment, and a minimum of ten reference books that can be used with the strategy.

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Introduction

Picture books with particular characteristics are an authentic and ideal resource for teaching English Learners (ELLs). The books are organized so that you can select books for ELLs of different ages, different stages of beginner English language proficiency, and for using with different language teaching strategies. In this Guidebook, you will be able to view a description of the language teaching strategy, steps for implementation, other recommended books to use with the strategy, and an example lesson plan.

Purpose

There are many lists of books and resources for beginning readers that are rooted in the idea that English is the child's primary language. What about the children who are *learning the English language while learning to read*? This Guidebook focuses on books and instruction specifically targeted for English language learners. Our books focus on helping English Language Learners learn English itself through text-based activities that promote communicative competence.

Stages of ELL Reading Instruction

Matching texts to ELL stages of language proficiency involves examining the amount and complexity of the book's language as well as its match to language in use. First the books provide ELLs a social experience in which they absorb the English sound, word, sentence, and use system, i.e. English phonological, morphological, syntactic, and pragmatic subsystems. They develop communicative competence, which is the ability to know when, where, and how to use language across contexts. Second, the books provide ELLs an academic experience in which they are introduced to basic academic language skills.

Early Beginner Stage

Books with a minimal amount of running words and fewer than 20 new words to learn categorize as Early Beginner Stage books. These books contain salient and simple linguistic elements and patterns characteristic of oral language. These books are short enough to be reread deliberately and with frequent pauses *several times in a lesson*. The vocabulary consists of basic words, such as numbers, nouns, and verbs used every day. The books often include recurring words and phrases. Early Beginner Stage books act as a "springboard" to learning "here and now" oral language, such as affirming and negating facts, using plural and singular, and following simple directions.

Intermediate Beginner Stage

Some of the intermediate books have relatively equal linguistic simplicity to those for early beginners, but have more running text. They generally contain between 20 - 70 new words that are concrete and word variants. They are meant for emergent readers. The increased length of sentences is often a result of linguistic redundancies, such as repetitive and patterned words, phrases, and text structures. These books build oral fluency.

Other intermediate books have a limited number of running words but are more complex linguistically in terms of the range of vocabulary and sentence structures. They contain devices found across academic texts, such as indexes and labeled illustrations. These books increase exposure to English vocabulary and syntax.

Advanced Beginner Stage

Books for this stage of beginners have more text (a rule of thumb is up to 500 running words) and more complex text (more variety of vocabulary, sentences and formats) than earlier stage books. An example would be a poem that is accompanied by endnotes. Like all beginner level books, the content is familiar. These books may contain more written text as compared with the earlier stage books that have more oral text. These books provide a wider variety of language processing.

Strategy: *Book-After-A-Book*

DESCRIPTION

This strategy entails writing a sequel, an individualized version, a summary, or a poetic version of a book. It can be implemented with the whole class, in small groups, or with individuals. It integrates oral and written skills, and provides a language sample that leads to independent usage.

STEPS

1. Teach the picture book by focusing on vocabulary and sentence structure.
 - a. Identify and list the nouns and verbs that are transparently pictured.
 - b. Read aloud and have students reread the pages with you and point to the pictures depicting vocabulary.
 - c. Read aloud to focus on the sentence stems and sentence endings.
 - d. Generate new sentences with substitution of nouns or verbs.
 - e. Outline a new story using these sentences.
2. Teach the picture book by focusing on format.

Outline the story or nonfiction structure by asking and answering questions:

Basic Story:

 - a. What happens in the beginning?
 - b. What happens in the middle?
 - c. What happens in the end?

Nonfiction:

 - a. What is the topic?
 - b. What are examples?

Story with a strong main character:

 - a. What is this title?
 - b. Who is the author? Illustrator?
 - c. Who is the story about?
 - d. What do they want?
 - e. What happens first, second, last?
 - f. What happens in the end?
3. Using either the new sentences generated or the answers to the questions, have students make their own book. (A graphic organizer may help as well.)

BOOKS

Fleming, Denise. (2018) *This is the nest that robin built*. Beach Lane Books.

- Elementary grades. ELL Stage: intermediate beginner
- Book-after-book Activity: Rewrite for a different bird.
- Cumulative poem in the style of This is the House that Jack Built.

Hall, M. (2011). *Perfect Square*. Greenwillow.

- All ages; ELL Stage: intermediate beginner. AD470L
- Book-after-book Activity: Make a new book with a different shape.
- Allegory about resilience

Hegarty, P. (2019) *Flamingos*. Tiger Tales.

- Elementary grades. ELL Stage: early beginner. AD270L
- Book-after-book Activity: Write a new counting book about a different animal.
- Board book, Counting book

Isadora, R. (2009) *The Ugly Duckling*. Putnam Juvenile.

- All grades. ELL Stage: advanced beginner. 570L
- Book-after-book Activity: Revise the story with more dialogue.
- Also use with: Reader's Theater

Jenkins, M. (2020) *Bird Builds a Nest: A First Science Storybook*. Candlewick.

- Elementary grades. ELL Stage: advanced beginner. 560L
- Book-after-book Activity: Write a new story about a different type of bird.
- Also use with: Reenactment.

Kerley, B. (2006) *A cool drink of water*. National Geographic.

- All grades. ELL Stage: intermediate beginner.
- Book-after-book Activity: Take photographs of water at home and school.
- Also use with: Chanting
- Non-Fiction

Klassen, J. (2012) *This is not my hat*. Candlewick.

- Elementary grades. ELL Stage: intermediate beginner. AD340L
- Book-after-book Activity: Write a new story with a different object.

Krauss, R. & Johnson, C. (2004). *The Carrot seed*. Harper Collins.

- All grades. ELL Stage: early beginner. AD400L
- Book-after-book Activity: Rewrite with a different seed and other characters.

LeBox, A. (2015) *Talk Peace*. Holiday House.

- Elementary grades. ELL Stage: intermediate beginner.
- Book-after-a-book Activity: Students can suggest new ideas to add.

Oxenbury, H. (2003) *We're going on a bear hunt*. Margaret K. McElderry Books.

- Elementary grades. ELL Stage: intermediate beginner. 280L
- Book-after-book Activity: Write a new story about a different animal.
- Also use with: Chanting, Reenactment

Parr, J. (2017) *The Peace Book*. LB Kids.

- Elementary grades. ELL Stage: intermediate beginner.
- Book-after-book Activity: Students can suggest new ideas to add.
- Board Book

Vega, D. (2008) *Build a Burrito* (English & Spanish). Cartwheel Books.

- Early elementary grades. ELL Stage: early beginner
- Book-after-book Activity: Make a recipe book about another food.
- Board Book

Ziefert, H. (1997) *The Ugly Duckling*. Viking Juvenile Books.

- Elementary grades. ELL Stage: intermediate beginner. 360L
- Book-after-book Activity: Write a new story about a different animal.

LESSON PLAN

ANCHOR BOOK

Hall, Michael. (2011). *Perfect Square*. Greenwillow.

OBJECTIVE

SWBAT (Students will be able to):

- Read the book aloud fluently after engaging in various guided read-aloud practice activities.
- Write parallel sentences with the days of the week, action words, and object words.
- Summative Assessment: Write a subsequent book of a given amount of pages (based on grade-level) with correct use of nouns and verbs introduced in the book.

PREPARATION

- Make vocabulary cards that name each of the objects in the book: the fountain, mountain, garden, bridge...
- Make a set of vocabulary cards of the days of the week: Monday, Tuesday....

PRESENTATION

- Focus attention to the illustrations of the nouns in the book with a Picture Walk and give individual students the cards for the objects to hold up when the verb is read aloud.
- Teach the verbs with gestures, using TPR
- Make 7 columns across the board and a list of the verbs in the book per day. Read aloud and fill in the columns.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Poked Gurgled						Make look

GUIDED PRACTICE

1. Write on board "Made itself into _____."
2. Students come up, one by one, and pick an object card.
3. Everyone reads aloud the sentence stem with each object card "made itself into a *bridge*," "made itself into a *window*" ...
4. Divide students into 7 different groups.
5. 7 groups of students each write the words from a particular day.
6. Review them by reading the book.
7. Write 3 phrases along the board with the parallel pattern. "On _____, the square was _____, so it turned itself into a _____" etc.
8. Then Substitute the days of the week and read it.
9. Then Substitute the nouns.
10. Then Substitute the verbs.
11. Give students a blank sheet of paper. They are to write a parallel sentence with any of the days of the week, actions, and objects of their choice.
12. Assign the students in each group a circle, a rectangle, an oval, or a heart.
13. Allow them to work together to make a book using the new shape and the same sentence structure, dividing the days of the week so each student can make at least one page.

ASSESSMENT

Have students rewrite the book with another shape, such as a perfect rectangle or heart. Give them the number of pages required. (i.e., 2nd grade: 3 pages, 8th grade: 9 pages total.) Assess their sentences for correct use of words and sentence structure.

Strategy: Chanting and Recitation

DESCRIPTION

Chanting and Recitation are oral strategies used with repetitive texts. The students, as a group, engage in oral repetition with referring to the written word. Recitation is a strategy that begins with students' repeated reading of a poetic text and progresses to students' oral reciting without the text. The purpose is to develop pronunciation, intonation, and rhythm.

STEPS to Chanting

1. Teacher recites the lines.
2. Teachers and students recite the lines as many times as needed (usually at least 3).
3. Students recite the lines by themselves.

STEPS to Recitation

1. Teacher and students read each line of the poem.
2. Teacher erases a few key words and students reread the lines, filling in the missing words.
3. Teacher erases a few more words and students reread the lines, filling in the missing words.
4. Take a break.
5. Come back to students rereading lines with even more missing words until they can recite the whole poem from memory.

BOOKS

Berkes, M. (2013). *Over in a River: Flowing out to the Sea*.

- Older and all grades. ELL Stage: advanced beginner. AD600L
- Also use with: Singing

Carle, E. (1996). *Brown Bear Brown Bear What do you See?* Henry Holt and Co. (BYR)

- Elementary grades. ELL Stage: early beginner. AD200L
- Also use with: Substitution, Vocabulary Card Games

Carle, E. (1997) *Polar Bear Polar Bear What do you Hear?* Henry Holt and Co. (BYR)

- Elementary grades. ELL Stage: intermediate beginner.

Freeman, T. (2003) *Ten Little Monkeys Jumping on the Bed*. Child's Play.

- Elementary Grades. ELL Stage: intermediate beginner

Gray, R. (2004) *Nonna's Porch*. Little Brown Books for Young Readers.

- Elementary grades. ELL Stage: intermediate beginner
- Also use with: Substitution, Vocabulary

Haskamp, S. (2003). *Five Silly Monkeys*. Piggie Toes PR.

- Elementary grades. ELL Stage: early beginner

Kerley, B. (2010). *You and Me Together: Moms, Dads, and Kids around the World*.

- All grades. ELL Stage: intermediate beginner. 190L
- Also use with: Recitation, Book-After-Book

Lowery, L. (2012). *What can an animal do?* NSTA Kids.

- All grades. ELL Stage: intermediate beginner. 280L
- Also use with: Substitution, Recitation

Nelson, K. (2017). *Blue Sky White Stars*. Dial Books.

- All ages. ELL Stage early beginner.

Ringgold, F. (2016). *We came to America*. Knopf Books for Young Readers.

- Upper grades. ELL Stage: advanced beginner. AD430L
- Also use with: Recitation
- Celebrates USA immigration and the country's diverse immigrant heritage.

Sweeney, L. B. Christy, J. (2015). *When the Wind Blows*.

- All grades. ELL Stage: advanced beginner. 240L
- Also use with: TPR, Recitation, Reenactment
- Poetic

Stevens, C. (2021). *Peace Train*. Harper Collins.

- Older and all grades. ELL Stage: intermediate beginner
- Song

Wang, M. (2005) *Who Stole the Cookie from the Cookie Jar?* Piggie Toes PR.

- Elementary grades. ELL Stage: intermediate beginner
- Also use with: Substitution, Oral Interaction

Young, J. (2013) *My Blue is Happy*. Candlewick.

- All grades. ELL Stage: intermediate beginner. AD520L
- Also use with: Recitation

LESSON PLAN

ANCHOR BOOK

Haskamp, S. (2003). *Five Silly Monkeys*. Piggie Toes PR.

OBJECTIVES

- Comprehension:
 - Students learn to identify the new verbs by pointing to the illustrations and by responding to the words with gestures (jumping, eating, sliding, swinging, spinning).
 - Students will be able to ask about and respond to questions about the pictures in the book “What are the monkeys doing?”

- Students will respond to someone who says a false statement.
 - “The monkeys are sliding.” “No, the monkeys are jumping.”
 - “The monkeys are sleeping.” “No, the monkeys are jumping on the bed.”
- Expression: Students will be able to recite and chant the book together.
- Fluency: Students will be able to recite lines.

PREPARATION

- Prepare word cards with a different action verb from the story on each one.

PRESENTATION

- Conduct a **Picture Walk** by drawing attention to the illustrations of the text and identifying the action occurring on each page (spinning, jumping, eating, etc).
- Teach the negative: Have the students answer YES/NO questions by either correctly describing the actions in illustrations or falsely describing the actions.
- Write the sentence on the board as follows:
“YES. The monkeys are _____ on the bed.”
And
“NO. The monkeys are **not** ____ (sleeping, etc) on the bed.”
- Call on a student to answer you in a complete sentence following the above sentence structure. “YES the monkey is *eating* on the bed. OR “NO. The Monkey is *Not Eating* on the bed.”
- Make a chart with the new words on the board.
- Show the written word cards that you prepared and call on a student to match their card with the ones on the board.
- Call on a classmate to identify the verb verbally OR to act it out.

GUIDED PRACTICE ACTIVITY

- Conduct a **shared reading** in which you stop and ask students prior to reading each page such questions as, “What are the monkeys doing?” “How many monkeys are left?” and have them answer in complete sentences.
- Reread with children chanting along.
- Turn the pages as students chant each page by themselves.
- Have the students **Chant** the number of monkeys, “on the bed” and “No More Monkeys ____ on the bed” on each page.

POST READING ASSESSMENT

Have a checklist with 4 columns, see below for example.

- Mark an appropriate box based on the child's ability.

Child's Name	Participates in Group Chant	Participates with a sentence stem	Can recite by themselves

Strategy: Compare and Contrast

DESCRIPTION

There are several ways in which to apply this method including comparing and contrasting content pictures in picture books, text language in similar phrases throughout a book, pictures in books to real-life, and comparing sentences in different languages. Whether you are comparing and contrasting words or pictures, comparing is always about finding similarities and contrasting is always about finding differences. A key to using this strategy is to consistently use the same language across lessons when comparing and contrasting so the students can get familiar with the question and the format for the answer. This helps students become familiar with the questions and statements and allows them to start using the phrasing when they speak.

An example of using the same phrase includes: "What is in this picture?" (#1) This picture has *a cat.* Then on the next page, you want to follow the same format ("What is in this picture?" (#2) This picture has *a duck*). Then you would compare and contrast the pictures by asking "what is the same?" and "what is different?"

STEPS

Content in Picture Books

- 1) Compare content pictures by using the same language for each page.
"What is in this picture?"
Answer: "A cup/a bottle is in this picture."
- 2) Ask "What is the same?"
"This picture (#1) has a man. That picture (#2) has a man. They are the same."
- 3) Ask "What is different?"
"This picture has a cup. That picture has a bottle. They are different."

Text Language

- 1) Find similarities in the phrases that you are comparing.
"from a FOUNTAIN;" "in a BOTTLE"
- 2) Write two of these phrases on the board.
- 3) Have students compare the similarities and the differences, using similar sentence structure and stems.

Comparing and Contrasting Pictures to Other Pictures in the Book or Real Life

- 1) Take photographs of items in the book that are in the child's life and compare them to those in the book.
- 2) This is the same object. In the book it is a drawing/photograph/painting.

Compare and Contrast Languages in Bilingual Books

- 1) Make lists of nouns and verbs that represent the same meaning in each language.
- 2) Show students words in each language in the book that match the meaning in the other language,
- 3) Using the bilingual book "Eating" as an example, use the following verbs and nouns:
What is she eating? She is eating potatoes.
Who is carrying the baby? She is carrying the baby.
- 4) REVERSE: She is eating rice. What is she eating?

BOOKS

Blackstone, S. (2003). *Where's The Cat?* Barefoot Books

- Elementary grades. ELL Stage: beginner
- Has sentence stems on each page beginning with a preposition and has rhyming pairs (eg on the chair, up the stair, under the bed, behind the shed)
- Includes repetition of the same question for chanting/memorization
- Limited amount of new text on page
- Can compare to one's own environment using the same phrasing in the book

Carle, E. (1987) *Have you seen my cat?* Simon Spotlight.

- Elementary grades. ELL Stage: beginner
- Repetitive title question

Davis, K. (2002). *Who hoots?* Wagon Books.

- Early elementary. ELL Stage: beginner

Davis, K. (2001). *Who Hops?* HMH Books for Young Readers.

- Elementary grades. ELL Stage: beginner. 320L

Fox, M. (2019) *Whoever You Are*. Clarion Books.

- All grades. ELL Stage: intermediate beginner. AD490L
- Compare and Contrast in different languages (Spanish)

Fox, M., & Horacek, J. (2004). *Where is the green sheep? Donde Esta La Oveja Verde?* Clarion Books.

- Early elementary grades. ELL Stage: intermediate beginner. AD380
- Repetition of the title question
- Bilingual book. There is also a Chinese edition.

Giganti, P., & Crews, D. (1988). *How many snails?: A counting book* (1st ed.). Greenwillow.

- Early elementary grades. ELL Stage: intermediate beginner

Giganti, P., & Crews, D. (2005). *How many blue birds flew away?: A counting book with difference* (1st ed.). Greenwillow.

- Elementary grades. ELL Stage: advanced beginner

Jenkins, S., & Page, R. (2008). *What do you do with a tail like this?* Clarion Books.

- Early elementary grades. ELL Stage: beginner and multilevel. 510L

Kerley, B. (2006). *A Cool Drink of Water*. National Geographic Kids.

- Youth and young adult. ELL Stage: multi-level.
- Contains a poem and a photo glossary
- All nouns are capitalized in the book
- All prepositions are in italics

Stewart, M. (2017). *Can an aardvark Bark?* Beach Lane Books.

- Elementary grades. ELL Stage: beginner/intermediate beginner. 720L
- Compare and contrast animals to the sounds they make

Walsh, M. (2002). *Do donkeys dance?* Lawrence, KS: Mammoth/Egmont.

- Early elementary grades. ELL Stage: intermediate beginner

LESSON PLAN

ANCHOR BOOK

Fox, M. (2019) *Whoever You Are*. Clarion Books. AD490L

OBJECTIVE

- Students will be able to find similarities and differences between the sentences in the English version of the book and in the Spanish version of the book.

PREPARATION

- Make vocabulary cards that name each of the nouns for things people do. One side in Spanish, one side in English (i.e., smiles, hugs, etc)

PRESENTATION

- Picture Walk: Focus attention to the illustrations of the text
- Teach the NOUNS of each language with the pictures
- Distribute vocabulary cards to individual students.
- Have children chant the repeated sentence, holding up the card when the noun is spoken

GUIDED PRACTICE

Message: Words are different in Spanish and in English: (Smiles, Cry, laugh, hurts, hearts, skin, schools, pain, love, joy, words) but the feeling is the same.

1. Students come up, one by one, and pick a noun card.
2. Write on the board:
“ _____ is the same as _____ ” “ _____ is different from _____ ”
“ _____ sounds different from _____ ” “ _____ sounds similar to _____ ”
3. Students take turns coming up and choosing a noun from the book to insert into the blank space.
4. Students will practice re-reading parts of the text that compare and contrast.
5. With bilingual books/In bilingual settings, students take turns coming up and saying one of the words in English and another student comes up and says it in their native language (Spanish, Chinese, etc.)
6. Students take turns making a gesture for one of the words and the teacher calls on another student to make the same gesture. For example, if the student makes a gesture for a heart, students choose another word that may use the same gesture (the gesture for heart and love are the same, the gesture for pain and hurt is the same).
7. Students take turns making a gesture for one of the words and the teacher calls on another student to make an opposing gesture. For example, if the student makes a gesture for a heart, students choose another word that may use an opposing gesture (the gesture for smile and cry are different/opposites, the gesture for a smile and hurts are different).
8. Make a semantic Word Map grouping all similar words together. (Sad Feelings: Pain, cry, hurts, etc.; Happy Feelings: smiles, laughs, joy, love; Places: land, school, house, etc.)

ASSESSMENT

1. Have students say a sentence that compares two words and then a sentence that contrasts two words.
“ _____ is the same as _____ ” “ _____ is different from _____ ”
“ _____ sounds different from _____ ” “ _____ sounds similar to _____ ”

Strategy: Dramatic Reenactment

DESCRIPTION

Reenactment requires active scenes, not necessarily action verbs. Reenactment works well with texts that do not include dialogue. Using Reenactment with a picture book allows students to internalize visuals and gestures associated with a wide range of phrases and structures.

STEPS

1. Read each page with intonation and reenact it.
2. Reread each page while guiding students to reenact with you.
3. Reread the active verbs on each page and guide students to act the verbs out.
4. Reread the book while allowing students to reenact on their own.
5. Reread the book without showing the pictures and allow students to reenact.
6. Select random pages to read without showing the pictures and allow students to reenact.

BOOKS

Aylesworth, J. (2006). *Naughty Little Monkeys*. Puffin Books.

- Early elementary grades. ELL Stage: advanced Beginner

Barton, B. (2016). *My Bike*. Greenwillow Books.

- Early elementary grades. ELL Stage: early beginner

Barton, B. (2015). *My Bus*. Greenwillow Books.

- Early elementary grades. ELL Stage: early beginner

Barton, B. (2003). *My Car*. Greenwillow Books.

- Early elementary grades. ELL Stage: early beginner. 240L

Blackstone, S.; Mockford, C. (2000). *Cleo the Cat*. Barefoot Books.

- Early elementary grades. ELL Stage: early beginner

Christlelow, E. (1989). *Five Little Monkeys Jumping on the Bed*. HMH Books for Young Readers.

- Early elementary grades. ELL Stage: early beginner. 310L

Cook, M. (2009) *Our children can soar: A celebration of Rosa, Barack, and the pioneers of change*. Bloomsbury.

- Upper grades. ELL Stage: advanced beginner. 260L
- Poetic

Evans, S. W. (2011). *Underground: Finding the Light to Freedom*. Square Fish.

- Upper grades. ELL Stage: early beginner. 60L

- Fleming, D. (2002). *Mama Cat has Kittens*. Square Fish.
- Elementary grades. ELL Stage: early beginner. AD280L
- Foreman, J. (2015) *Say Hello*. Simon and Schuster.
- Elementary grades. ELL Stage: early beginner
- Gelman, R. G. (2000). *Rice is Life*. Henry Holt and Co. (BYR)
- Elementary grades. ELL Stage: multi-level
- Gray, R. (2004) *Nonna's Porch*. Little Brown Books for Young Readers.
- Elementary grades/All grades. ELL Stage: intermediate beginner
 - Also for: Chanting
- Harter, D. (2011) *Walking through the Jungle*. Barefoot Books.
- Early Elementary grades. ELL Stage: early beginner
- Hills, T. (2014). *Duck & Goose go to the Beach*. Schwartz & Wade.
- Elementary grades. ELL Stage: advanced beginner. AD500L
- Hurley, J. (2014) *Nest*. Simon and Schuster.
- All grades. ELL Stage: beginner
 - Also for: Book-after-a-book
- Hurley, J. (2017) *Rabbit*. Simon and Schuster/Paula Wiseman Books.
- Early elementary grades. ELL Stage: beginner
- Hutchins, P. (1993) *The wind blue*. Alladin.
- All grades. ELL Stage: advanced beginner. AD510L
 - Also for: Vocabulary visuals
- Johnson, N. (2010) *The Falling Raindrop*. Tricycle.
- All grades. ELL Stage: advanced beginner. AD510L
 - Also for: Vocabulary visuals
- Krauss, R. (1989) *The Happy Day*. Harper Collins.
- Early elementary grades. ELL Stage: intermediate beginner. 320L
 - Also for: Substitution of patterned sentences
- McCarty, P. (2008) *Hondo and Fabian*. Squarefish.
- All grades. ELL Stage: advanced beginner. AD305L
 - Also for: Retelling

Moreillon, J. (2013) *Ready and waiting for you*. Eerdmans.

- Elementary grades. ELL Stage: intermediate beginner. AD290L
- Also for: Chanting of repetitive sentences

Read, Margaret. (2005). *A Hen, a Chick, and a String Guitar*. Barefoot Books.

- Elementary grades. ELL Stage: intermediate beginner

Springman, I. (2012). *More*. Clarion Books.

- All ages. ELL Stage: intermediate beginner

Sturges, P. (1999). *The Little Red Hen (Makes a Pizza)*. Puffin Books.

- Early elementary grades. ELL Stage: advanced beginner. AD570L
- Also for: Retelling, LEA, Substitution of patterned sentences

Sweeney, L. B. Christy, J. (2015). *When the Wind Blows*. G. P. Putnam's Sons Books for Young Readers.

- All grades. ELL Stage: advanced beginner. 240L
- Also great for: TPR, Recitation
- Poetic

Trasler, J. (2013). *Caveman A.B.C. Story*. Sterling Children's Books.

- All grades. ELL Stage: early beginner
- Written in uppercase letters

Young, C. (2011) *Ten birds*. Kids Can Press.

- Upper grades. ELL Stage: advanced beginner. 440L

LESSON PLAN

ANCHOR BOOK

Evans, S. W. (2011). *Underground: Finding the Light to Freedom*. Square Fish.

OBJECTIVE

Students will show understanding of the verb phrases presented orally and the written text in the book by demonstrating the actions.

PREPARATION

- Prepare a list of actionable scenes from the book. (i.e., They hide. They run. They sleep.)
- Have blank Note Cards ready to distribute.
- Make a checklist of student names with key sentences from the text and columns labeled "C" and "R." (See Assessment.)

PRESENTATION

- Conduct the picture review interactively.
- Act it out and have students act it out as you read the text. (Use natural intonation and perform the action.)

GUIDED PRACTICE

- Pause on each page while you show the pictures to allow ELLs more processing time, and have students reenact the scenes.
- Read sequential pages of the book without showing the pictures and have students demonstrate the actions.
- Read random pages of the book without showing the pictures and have students demonstrate the actions.
- Alternative: Students write their favorite scene on a card (They hide). Instruct students to raise their notecard when the scene is read.
- Collect the notecards and redistribute them. Students will have to hold up their new card when the scene is read.

ORAL PRACTICE

- Write the below sentence structure on the board.
1 - *What is ____ doing on page 6? On page 6, the _____ is _____ .*
2 - *What is he doing? He is _____.*
3 - *What are they doing? They are _____.*
- Put students in pairs and have pairs of students ask and answer each other using the same sentence structure.

ASSESSMENT

Read random pages of the book without showing the pictures and have students demonstrate the actions. Write a check after the student's name for every page they understand.

Show each action word written on a card, Write an "R" for every word that they can read.

Strategy: Language Experience Approach (LEA)

DESCRIPTION

LEA stands for Language Experience Approach. It is a strategy in which a text is created on a chart by a teacher based on a students' contributions. The teacher and students have an experience and the teacher writes what the student dictates about that experience.

It is based on Roach Van Allen's teaching students to read based on their oral language (e.g., What I can say, I can write/What I can write, I can read/ I can read what I write and other people can write for me to read.)

The best books have projects that model the language used during the people's experience.

STEPS

1. **Shared Experience** Begin with a class experience. Sometimes this is with a picture book activity, such as cooking a recipe, planting, or making a craft.
2. **Create the Text** Have students take turns dictating their experience as you transcribe it onto a chart. For example, Linea said, "I put a seed in the dirt." Lee said, "I folded my paper."
3. **Read the Text** Read this dictated story together in a variety of ways. Then gradually release them into being able to use the newly acquired English on their own.
4. **Extension** Engage in a variety of repetitive activities utilizing the language learned.

BOOKS

Argueta, J. (2009) *Sopa de Frijoles/Bean Soup*. Greenwood Books.

- All grades. ELL Stage: advanced beginner. AD550L
- Also use with: Comparing and Contrasting (bilingual)
- LEA activity: make soup

Bunting, E. (1999) *Butterfly House*. Scholastic Press.

- Elementary grades. ELL Stage: advanced beginner. AD620L
- Also use with: Retelling, Comparing and Contrasting (multitext)
- LEA activity: make a butterfly house

Bunting, E. (2001) *Flower Garden*. Topeka Binding.

- Elementary grades. ELL Stage: intermediate beginner. AD460L
- LEA activity: plant a garden

De Paola, T. (1990) *Pancakes for Breakfast*. Greenwood Books.

- All grades. ELL Stage: wordless book.
- Also use with: Retelling
- LEA Activity: make pancakes

Ehlert, L. (1991) *Growing Vegetable Soup*. Harcourt.

- All grades. ELL Stage: intermediate beginner. 360L
- Also use with: Vocabulary Visuals
- LEA Activity: make vegetable soup

Emberly, R. (2004) *Pinata*. Little Brown Books for Young Readers; Bilingual edition

- Older grades. ELL Stage: advanced beginner
- LEA Activity: make a pinata

Emberley, E. (2006) *Ed Emberley's Picture Pie* (Ed Emberley's Drawing Books).

- All grades. ELL Stage: early beginner
- LEA activity: draw

Emberley, E. (2005) *Ed Emberley's Picture Pie Two*

- All grades. ELL Stage: early beginner
- LEA activity: draw

Gonzales Bertrand, Diane. (2003). *The Empanadas that Abuela Made/Las empanadas que Hacia la Abuela*

- All grades. ELL Stage: intermediate beginner
- Same as "this is the house that Jack built."
- Also use with: Substitution

Hall, M. (2011). *Perfect Square*. Greenwillow.

- All grades. ELL Stage: intermediate beginner. AD470L
- LEA Activity: draw (see book-after-book lesson plan)

Hill, M. (2002) *Let's make pizza*. Scholastic.

- Elementary grades. ELL Stage: early beginner. 290L
- LEA Activity: make a pizza
- Also use with: TPR

Hoff, S. (1994) *Drawing with numbers and letters*. Scholastic Press.

- All grades. ELL Stage: early beginner
- LEA activity: draw

Holub, J. (2001) *The pizza that we made*. Penguin Books for Young Readers.

- Elementary grades. ELL Stage: early beginner
- LEA Activity: make a pizza
- Also use with: TPR

Hurley, Jorey. (2018). *Every Color Soup*. Simon & Schuster/Paula Wiseman Books.

- Older grades. ELL Stage: early beginner
- LEA Activity: make soup

- Also use with: Vocabulary Visuals

Ismael, Y. (2017) *Push Pull Empty Full: Draw and Discover*. Laurence King Publishing.

- Elementary grades. ELL Stage: beginner
- LEA activity: draw

Iwai, M. (2010) *Soup Day*. Henry Holt and Co. (BYR).

- All grades. ELL Stage: intermediate beginner. AD440L
- LEA Activity: make soup

Krauss, R. & Johnson, C. (2004). *The Carrot seed*. Harper Collins.

- All grades. ELL Stage: early beginner. AD400L
- LEA Activity: plant a garden

Linn, G (2004). *Kite Flying Family*. Dragonfly Books

- All grades. ELL Stage: intermediate beginner. 280L
- LEA Activity: draw, make and fly a kite

Matheson, C. (2017) *Plant the Tiny Seed*. Greenwillow.

- Early elementary grades. ELL Stage: intermediate beginner
- LEA activity: plant a garden

McQuinn, A. (2017) *Lola Plants a Garden*. Charlesbridge.

- Elementary grades. ELL Stage: intermediate beginner. AD470L
- LEA activity: plant a garden

Pomeroy, D. (2000) *One Potato: A Counting Book of Potato Prints*. Harcourt Children's Books.

- Elementary grades. ELL Stage: early beginner
- LEA activity: make prints

Press, D. (2017) *How to draw for kids*. DP Kids.

- Early elementary grades. ELL Stage: early beginner
- LEA Activity: draw

Ross, K. (2008) *Crafts for Kids who are learning about insects*. Millbrook Press.

- All grades. ELL Stage: advanced beginner. IG660L
- LEA activity: make crafts

Segal, J. (2006) *Carrot Soup*. Margaret K. McElderry Books.

- Early elementary grades. ELL Stage: intermediate beginner
- Also use with: Retelling
- LEA activity: make soup

Sturges, P. (1999) *The little red hen (makes pizza)*. Puffin an imprint of Penguin.

- Early elementary grades. ELL Stage: intermediate beginner. AD570L
- Also use with: Reader's Theater, Retelling
- LEA Activity: make a pizza

Thompson, L. (2007) *The apple pie that papa baked*. Simon & Schuster.

- All grades. ELL Stage: intermediate beginner
- Also use with: Vocabulary visuals; Substitution with the cumulative poem pattern "These are the ____, ____ and ____, that went in the pie that papa baked."
- LEA Activity: bake a pie

Vega, D. (2008) *Build a Burrito*. (English & Spanish). Cartwheel Books.

- Early elementary grades. ELL Stage: early beginner
- LEA Activity: make burritos
- Board Book

LESSON PLAN

ANCHOR BOOK

Emberly, R. (2004) *Pinata*. Little Brown Books for Young Readers; Bilingual edition

OBJECTIVES

- Students will be able to orally retell what the project steps are using nouns and verbs
- Students will be able to read key sentences in the book

PREPARATION

- Find directions on how to make a pinata
- Gather the materials needed to do the hand-on activity
- Display a blank chart for the writing of the dictation text
- Prepare word cards for the key objects used in the project

PRESENTATION

- Build a pinata with the directions of how to make a pinata as your guide.
- While doing the activity give students word cards to match to objects in the directions (paper, scissors...).
- Show the written word cards that you prepared and have them repeat after you, e.g., "paper" "balloon"...
- Have students repeat a sentence with you, e.g., "I am cutting the paper." "I blow the balloon." (This is to ensure that during the activity students are exposed to specific words and phrases that are in the book's text and that describe the project. Give each of them at least one card with their favorite word.)

- Show students where you are reading the steps in the back pages of the book.
- As the students engage in the project, write on the board examples of what is being said, such as “Maria said ‘I pour the water.’” or “Lee, you chose red paper.”

GUIDED PRACTICE ACTIVITY

- Conduct a **Picture Review** of the story text in the book. Show the word cards and have students match cards to the book illustrations and the text pages.
- Read and reread the book in choral style.
- Gather no more than 7 students to make a one page chart of the student’s descriptions of the activity. Have each student say one sentence about what they did. Write this dictation on the chart.
 - Lee said, “I mixed in the milk.”
 - Maria said, “I cut the square.” If a student is silent, encourage a buddy to help or show a page and ask them to repeat a page’s text with you.
- Read and reread the lines on the chart with individual students. Use the chart text for a variety of literacy activities; for example, have students underline their name on the chart, or find a word that begins with “P.”
- As a follow up, make a new chart titled “Steps to Making a Pinata” and have students help you write these. Read the steps. Cut the steps into strips. Have students tell you which step is first, second, third... Finally have each student make their own illustrated page of their favorite step.

POST READING ASSESSMENT

- Have a checklist with 4 columns, see below for example
- Mark appropriate box based on child’s mastery

Child’s Name	Can verbally summarize the activity in a picture walk of the book	Can read the key pages in the book	Can rewrite lines from the LEA chart

Strategy: Oral Interaction

DESCRIPTION

Oral Interaction is a strategy in which the students engage in interchanges using a given model of question and answer pairs. The routines in concept books with patterned questions are ideal for this strategy.

STEPS

1. Model the asking of the question about the book in a way that teaches the correct intonation and speed. Have students repeat it after you. Next, model the response. Have students repeat it with you.
2. Divide the class into pairs and label them student A and student B. Have the student As ask the question with you. Have student Bs respond with you.
3. Gradually release so that pairs of students can ask and answer without you.
4. Finally, make a list of objects to substitute a word in the question or answer. For example, “Where is the ladybug?” substitute ‘book’ so students learn to ask “Where is the book?”
5. When the questions ask for new information, for example, ‘What is your favorite animal?’ It is a communicative activity known as information gap.

BOOKS

Alakija, P. (2007). *Catch that Goat!* Barefoot.

- All grades. ELL Stage: advanced beginner. AD270L

Allum, M. (2005). *How Many Peas in a Pod?* Little Hare.

- All grades. ELL Stage: advanced beginner

Ayres, K. & Westcott, N. D. (2008) *Up, Down and Around*. Candlewick.

- All grades. ELL Stage: early beginner. AD290L

Bauer, M. D. (2014). *Why do Kittens Purr?* Simon & Schuster Books for Young Readers.

- Elementary grades. ELL Stage: advanced beginner

Berger, M. (2008). *Butterflies and Caterpillars (scholastic true or false)*. Scholastic.

- All grades. ELL Stage: advanced beginner. 570L

Blackstone, S. (2003) *Where’s the Cat?* Barefoot Books.

- Early elementary grades. ELL Stage: early beginner
- Board book

- Carle, E. (1999). *From Head to Toe*. HarperFestival.
- Early elementary grades. ELL Stage: early beginner. 210L
- Crozon, A. (2000). *I have Wheels, What am I? (bilingual in a host of languages)* Milet.
- All grades. ELL Stage: advanced beginner
- Crozon, A. (2004) *Who Am I? Sports!* Publisher Editions du Seuil.
- All grades. ELL Stage: advanced beginner
- Crozon, A. & Lanchais, A. (2004) *What Am I? Music!* Publisher Editions du Seuil.
- Elementary grades. ELL Stage: advanced beginner
- Davis, K. (2001) *Who Hops?* Red Wagon Books.
- Early elementary grades. ELL stage: early beginner. 320L
- Davis, K. (2002). *Who hoots?* Red Wagon Books.
- Early elementary grades. ELL Stage: early beginner
- Fox, M. (2013). *Yoo-hoo, Ladybug!* Beach Lane Books.
- Early elementary grades. ELL Stage: intermediate beginner. 170L
- Fox, M., & Horacek, J.(2004) *Where is the Green Sheep? Donde esta la Oveja Verde?* HMH Books for Young Readers.
- Early elementary grades. ELL Stage: intermediate beginner. 380L
- Gibbs, E. (2014). *I spy in the sky*. Candlewick.
- Elementary grades. ELL Stage: early beginner
- Giganti, P., & Crews, D. (2005). *How Many Blue Birds Flew Away?* Greenwillow.
- Elementary grades. ELL Stage: advanced beginner
- Gray, R (2015) *Have You Heard the Nesting Bird?* HMH.
- Upper grades. ELL Stage: advanced beginner. AD430L
- Jenkins, S., & Page, R. (2003). *What Do You Do with a Tail Like This?* Houghton Mifflin.
- All grades. ELL Stage: multilevel text. 510L
- Kim, S. (2010). *How Does a Seed Grow? A book with foldout pages*. Little Simon.
- Early elementary grades. ELL Stage: advanced beginner. AD520L
- Leslie, A. (2000). *Do Crocodiles Moo? (a lift-the-flap book)*. Chronicle.
- Elementary grades. ELL Stage: intermediate beginner
- Limentani, A. (2016). *How Much Does a Ladybug Weigh?* Boxer books.
- All grades. ELL Stage: early beginner

Reiser, L. (2001). *My Cat Tuna*. Greenwillow.

- All grades. ELL Stage: intermediate beginner

Rylant, C. (2017). *We Love You, Rosie!* Beach Lane Books; Simon and Schuster.

- Early elementary grades. ELL Stage: intermediate beginner. AD210L

Stewart, M., & Jenkins, S. (2017). *Can an aardvark bark?* Beach Lane Books, Simon and Schuster.

- All grades. ELL Stage: multilevel text

Walsh, M. (1997). *Do Pigs Have Stripes?* Lawrence, KS: Mammoth/Egmont.

- Elementary grades. ELL Stage: intermediate beginner

Walsh, M. (2002). *Do Donkeys Dance?* Houghton Mifflin Harcourt.

- Elementary grades. ELL Stage: intermediate beginner. AD210L

LESSON PLAN

ANCHOR BOOK

Fox, M. (2013). *Yoo-hoo, lady bug!* Beach Lane Books.

OBJECTIVES

SWBAT

1. Ask and respond to questions about locations based on the book's text and pictures (**Where** are you ladybug? There you are...)
2. Ask and answer a **yes/no** question about them. (Is this a car? Yes or no. Is this a box? Is this a house?)
3. Answer **yes/no** questions about whether two words rhyme. (e.g. tree-bee, fox-box, giraffe-bath, stairs-bears house-mouse) (e.g. bug – bee, box – bath, mouse – bears)

INTRODUCE THE ENGLISH

1. Demonstrate the question "Where are you ladybug?" and the answers in the text and in the pictures "I am on the floor." "I am in a chair." Use a paper ladybug to demonstrate on the table, on the floor, in a chair...
2. Review the pictures in the book and have students point to the pictures of the answers.

INTERACTIVELY READ THE TEXT

- Read the book and have students chime in with "Where are you ladybug?" "There you are."

- Reread the questions and answers in the text drawing attention to the “?” and the intonation of the question and that of the answer.
- Split the class into two groups. Have one side of the class ask the question with you. Have the other side of the class answer with you.
- Select 4 verbs from the text. Together decide on a different gesture to illustrate each of the 4 meanings of the sentences with these verbs. Ask and have them gesture “What is hide? What is tucked? stuck? zoom around?.

PRACTICE

1. Write all the words and the punctuation of the question each on a card. You can also write it in a sentence strip and then cut the words to separate them. “Where are you ladybug?” “There you are.”

Where	are	you	ladybug	?
There	you	are	.	

2. Give each student a card for the question. Have them get in line according to question order in the front of the class. Have the rest of the class read it.
3. Now have them get into a line according to the response. Have the rest of the class read it.

Alternately, students with more vocabulary make cards for the prepositional phrases of locations, such as in the bath, on the stairs, outside the house...

Where	are	you	ladybug	?
There	you	are	on the stairs	.

ACTIVITY

Write the rhyming pairs on the board. First demonstrate the activity with the whole class as you act the part of partner A and they are partner B.

1. Divide students into partners, A or B.
2. Have A ask student B a question. What rhymes with house?
3. Switch roles: Have student B ask student A the question. What rhymes with box?
4. Give each student two pieces of paper.
5. Have them draw a picture of something that rhymes with one of the key words in the book on one paper. Have students take turns showing their partner their picture and ask their partner, “What is this? What rhymes with it?”

ASSESSMENT

- Make a checklist with 5-10 numbers on the left column.
- Ask students a set of questions and have them identify the rhyming object in answer to the question:
 - What rhymes with house?
 - What rhymes with box?
 - What rhymes with bath?
- Alternatively, give students a sheet of paper with 5 pictures of objects. Have the students put the number under the picture of which you say the name.
 - Where is a house? Put a number 1 under it.
 - Where is a fox? Put a number 2 under it.

Strategy: Reader's Theater

DESCRIPTION

Reader's Theater is a strategy in which students read the speech of the characters aloud. It is used with books with oral text, first person accounts, and dialogue.

STEPS

1. Read each page with intonation and reenact it.
2. Reread each page while students repeat and reenact with you.
3. Group students by characters. Reread each page with student characters.
4. Switch students to the other character. Reread each page with students.
5. Picture walk each page. Read the narrator's line and call on students to read a character's line.
6. Allow students to independently reread the book.

BOOKS

Alakija, P. (2007). *Catch that Goat*. Barefoot Books.

- Elementary grades. ELL Stage: intermediate beginner. AD270L

Barnett, M. (2014). *Sam and Dave Dig a Hole*. Candlewick.

- Upper grades. ELL Stage: advanced beginner. 450L

Beard, A. (2018) *The Jungle Grapevine*. Greenleaf Books Group Press.

- Upper grades. ELL Stage: advanced beginner

Ehlert, L. (1996). *Feathers for Lunch/Plumas para Almorzar Libros Viajeros*. HMH Books for Young Readers.

- All grades. ELL Stage: advanced beginner. AD540L
- Spanish/English edition

Fenske, J. (2015) *A Pig, a Fox, and a Box*. Penguin Young Readers.

- Elementary grades. ELL Stage: intermediate beginner. 210L

Fucile, T. (2012). *Let's Do Nothing*. Candlewick.

- Elementary grades. ELL Stage advanced beginner. AD490L

Gay, M. L. (2010) *Stella, Princess of the Sky*. Groundwood Books.

- Elementary grades. ELL Stage: advanced beginner. AD460L

Ginsburg, M. (1998). *The Chick and the Duckling (Rise and Shine)*. Aladdin.

- Elementary grades. ELL Stage: early beginner. AD210L

Grindley, S. (2002). *Where are my Chicks?* Dial.

- Elementary grades. ELL Stage: intermediate beginner

Guittier, B. (2005). *Dinosaurs*. Kane/Miller Book Publishers.

- All grades. ELL Stage: intermediate beginner

Hutchins, P. (1989). *The Doorbell Rang*. Greenwillow Books.

- Elementary grades. ELL Stage: intermediate beginner. 340L

Klassen, J. (2021). *Rock From the Sky*. Candlewick.

- Elementary grades. ELL Stage: intermediate beginner

Klassen, J. (2016). *We Found a Hat*. Candlewick.

- All grades. ELL Stage: intermediate beginner. 280L
- Allegory

LeSeig, T. (1961). *Ten Apples Up On Top*. Random House Books for Young Readers.

- Elementary grades. ELL stage: intermediate beginner. 200L

Masurel, C. (2003). *A Cat and a Dog*. North-South Books.

- All grades. ELL Stage: intermediate beginner
- Allegory.
- Spanish/English edition 2018.

Muldrow, D. (2001) *The Little Red Hen*. Little Golden Books.

- Elementary grades. ELL Stage: intermediate beginner

Petty, D. (2015). *I don't want to be a frog*

- Elementary grades. ELL Stage: advanced beginner. AD380L

Ravishankar, A. (2004). *Tiger in a Tree*. Farrar, Straus and Giroux (BYR).

- All grades. ELL Stage: intermediate beginner
- Folktale

LESSON PLAN

ANCHOR

Guittier, B. (2005). *Dinosaurs*. Kane/Miller Book Publishers.

OBJECTIVE

1. Students will *repeat lines* spoken by characters with the appropriate speed, accuracy and intonation.

2. Students will *read aloud* the lines spoken by characters in a text with the appropriate speed, accuracy and intonation.

PREPARATION

- Make a written word card for each character and put them down the left side of the board.
- Write the principle lines of each character on a strip of paper or large index card. Place these next to the character's name. This can be done beforehand or done in prior lessons so they have a chance to practice the writing.

PRESENTATION

- Show the characters in the story.

INTRODUCE THE ENGLISH

- Practice pronunciation of the dinosaur names by following the steps below.

Model the following steps:

1. Take your thumb and have it touch the pinky finger for the first syllable of the dinosaur's name (DI) and say it, then have the thumb touch the ring finger and say the second syllable (NO), then have the thumb touch the middle finger and say the third syllable (SAURS).
2. Repeat this action a little faster DI – NO – SAURS
3. Repeat it again a little faster. DI - NO - SAURS, and finally one more time DINOSAURS.
4. Repeat this finger pronunciation technique for each of the dinosaurs: Dip-lo-do-cus, Steg-o-saur-us, Comp-sog-na-thus, Tri-cer-a-tops, Pter-a-no-don, and Ty-ran-no-saur-us.
5. Say the narrator's line that has these dinosaur names and have students repeat after you, "says Diplodocus." "agrees his friend, Stegosaurus, : "Cries Compsognathus," "Says Triceratops." "says Pteranodon." "roars Tyrannosaurus."
6. Read each line of each dinosaur and have students repeat these lines after you.

GUIDED PRACTICE

1. Say the lines of a character and call on students to find the corresponding strip on the board.
2. Read the narrator's part and stop when there is a character's part to call on a student to read it.

INTERACTIVELY READ

1. Read the entire story. When you read the narrator's part, have everyone in the class repeat as an echo the narrator's line.
Optional: When you read each character's part, call on one student to echo that character's lines.

2. Place students in groups of 6 to reflect the 6 characters in the story. They are to reenact the story together as a group reading the lines and acting the story.

ACTIVITY

1. Take the strips of paper or cards with lines that the characters speak.
2. Make strips or cards with character names.
3. Put the strips right-side-down on the floor. Have students pick up one and read it aloud.
4. Have students find other students with the corresponding strip of paper or card.

ASSESSMENT

- Make a checklist with 4 columns: 1. student names 2. speed 3. accuracy 4. intonation.
- Mark each student for speed, accuracy, and intonation.
- Alternatively, conduct a Words Per Minute (WPM) assessment of the student reading the text.

Strategy: Substitution

DESCRIPTION

Substitution is a strategy that begins with reading of a text and progresses to students exchanging words of the same class, such as exchanging nouns for nouns (i.e., Monday for Tuesday) or verbs for verbs (i.e., throwing for rolling). Substitution can also exchange letters and sounds; (i.e., 'tree lee lee lee lee' for 'tra la la la la') and exchange different parts of sentences, such as a positive statement with a negative one (i.e. 'Yes, he ate it.' and 'No, he didn't eat it.')

STEPS

1. Write a sentence that follows the pattern across the board.
2. Underline only the words that are part of the pattern. Read the sentence.
3. Write a 2nd sentence underneath the word. Underline in it only the words that are part of the pattern. Read the sentence.
4. Exchange the underlined words from sentences on the board.
5. On the top of the board, write 2 words of the same word class as the underlined words.
6. Erase one of the underlined words or phrases and exchange it for the words on the top of the board. Read the sentence.

BOOKS

Berkes, M. (2013). *Over in a River: Flowing out to the Sea*

- Upper grades. ELL stage: advanced beginner. AD600L
- Cumulative poem in the style of "This is the house that Jack built"

Bozzi, R. (2013) *The World Belongs to You*. Templar.

- Upper grades. ELL stage: advanced beginner

Gonzales Bertrand, D. (2003). *The Empanadas that Abuela Made/Las empanadas que Hacia la Abuela* Arte Publico Press; Bilingual edition

- All grades. ELL Stage: intermediate beginner. 670L
- A cumulative poem in the style of "This is the house that Jack built"

Gard, K. (2020). *Snoozapalooza* Familius.

- Early elementary grades. ELL Stage: intermediate beginner

Hall, M. (2011). *Perfect Square*. Greenwillow.

- All grades. ELL Stage: intermediate beginner. AD470L

Hughes, Langston. (2009). *My People*. Atheneum Books for Young Readers.

- Upper grades. ELL Stage: early beginner 80L

Jackson, R. (2016) *Have a Look, Says Book*. Atheneum/Caitlyn Dlouhy Books.

- All grades. ELL stage: advanced beginner. AD430L
- Also use with: Reader's theater

Levenson, G. (2004). *Bread Comes to Life: A garden of wheat and a loaf to eat*. Tricycle Press.

- All grades. ELL stage: advanced beginner. 400L

Limentani, A. (2016). *How much does a ladybug weigh?* Boxer books.

- All grades. ELL Stage: early beginner

Rylant, C. (2017). *We love you Rosie!* Beach Lane Books; Simon and Schuster.

- Early elementary grades. ELL stage: intermediate beginner. AD210L

Sehgal, K. (2018). *Festival of Colors*. Beach Lane Books

- Elementary grades. ELL Stage: intermediate beginner. AD250L

Thong, R. (2015). *Round is a Tortilla: A Book of Shapes*. Chronicle Books.

- All grades. ELL Stage: poetic advanced beginner. AD460L
- Contains 18 words in Spanish in the text and translated in a glossary

LESSON PLAN (Upper Grades):

ANCHOR BOOK

Hughes, Langston. (2009). *My People*. Atheneum Books for Young Readers. 80L

OBJECTIVE

- Students will be able to write a short poem based on the model.

PREPARATION

- Select four of the nouns from the book.
- Make a written word card for each (face, sun, eyes, night)

PRESENTATION

- Read each page of the book and have students repeat each page after you.

INTRODUCE THE ENGLISH

- Say the nouns and have students point to the photographs and make a gesture for the following words: faces, eyes, sun and souls.
- Write the 1st sentence of the poem on the board. Have them read it with you. Have students notice the singular 'is'. Underline faces.

The night is beautiful,
So the faces of my people.

- Write the 2nd sentence of the poem on the board. Have them read it with you. Have students notice the plural 'are'. Underline eyes.

The stars are beautiful,
So the eyes of my people.

- Write the 3rd sentence of the poem on the board. Have students notice the new sentence pattern. Have them read it with you. Have students notice the plural 'are'. Underline sun.

Beautiful, also, is the sun.

- Write the 4th sentence of the poem on the board. Have students notice the same sentence pattern. Have them read it with you. Underline Souls.

Beautiful, also, are the souls of my people.

- Substitute any of the 2 singular nouns, night, sun, on the board. Read the lines together.
- Substitute any of the 4 plural nouns, stars, eyes, faces, souls, for each other on the board. Reread the lines together.

INTERACTIVELY READ

- For each page have students learn to answer the questions and eventually ask the questions.
The night is beautiful. --- Is the night beautiful? Yes it is.
Is this night? Yes, it is.
The faces are beautiful. --- Are the faces beautiful? Yes, the faces are beautiful?
Is this a face? Yes, it is.
Beautiful are the eyes. --- Are the eyes beautiful? Yes, they are.
Is this an eye? Yes, it is.

ACTIVITY: SENTENCE SCRAMBLE TEAMS

- Have two teams of students write the sentences in the above examples on long pieces of paper.
- Make word cards for each of the words in these sentences.
- Scramble the words.
- Have each team of students put the word cards into correct sentences together.
- Teams get 1 point for each sentence that they correctly reconstruct.

GUIDED PRACTICE

- Teach the meaning of the word ‘beautiful’ in the poem, and find 4 other words that with similar meaning, such as **Wonderful, Enchanting, Delightful, Gorgeous**. Write Beautiful as well as these other words each on a card.
- Have students select one of the cards. Have students take turns substituting the words and reading the lines on the board

The night is wonderful,

The stars are enchanting,

Enchanting, also, is the sun,...

Have each student rewrite the poem with substituted words for beautiful,

- Teach the meaning of a word that can be substituted for “people” (**family, classmates, friends...**) as you did for “beautiful.” Write these other words each on a card.

Have students select one of the cards to substitute in the lines of the poem and read aloud.

- Write on the board the poem with blanks. Have students copy it and fill in the blanks with any of the words from the cards.

ASSESSMENT

- Write the pattern of the poem with blanks. Have student fill in the blanks with words in the same word class.

The night is _____,

So the faces of my _____ .

The _____ are _____ ,

So the eyes of my _____

_____ also, is the sun,

_____, also are the souls of my _____.

- For more advanced students, make more blanks to fill in.

LESSON PLAN (Lower Grades)

ANCHOR BOOK

Gardiner, L. (2014). *The People that I meet*. Flowerpot Press. Board Book

OBJECTIVES

- Students will be able to chime in substituting the names of the professionals.

PREPARATION

- Prepare a list of the professionals in the book. Make cards for each one (police officer, teacher, farmer, florist...).
- Prepare a list of objects related to each profession and make cards for each one. (police officer – badge, Farmer – tractor...)

INTRODUCE THE ENGLISH

- Conduct a **Picture Review**. Open the book and draw attention to the drawings on the pages. Name the professional. Name the objects for each profession. Have students repeat after you.
- Reread and name the professionals in each picture. Have students point to the professional and name them. Go back one page and have them recall the name of the professional.
- Reread the book to allow students to experience and absorb natural cues from sentence context and your intonation, enunciation, and facial expression.
- Pause on each page while you show the pictures to allow students to *'chime in'* and finish the phrase for you.

INTERACTIVELY READ THE TEXT

- Give each student a word card. Read the book and when that professional is read have them match their card to the text.
Ask, "Do they have a badge, yes or no?"
Answer, "Yes, they have a badge."
Have the student with the card that says, badge. show it.
- Continue with other pages.
- Reread the book and pause when you come to the words on the cards. Have students raise their card in the air and say it.
- Write on the board
"Someone that I meet is a _____."
"Do they have a _____, yes or no?"
"Yes, they have a _____."
Have students come up to the board and substitute their word cards into the blanks.
- Partner students to ask the question to each other.
- For more advanced students, allow the substitution of
"walking down the street" to and of the following:
"driving down the street"
"riding on the bus"
"shopping in the store"

ASSESSMENT

- Have students write their own sentences following the pattern using any of the words they have been substituting into the text sentence.

Strategy: Total Physical Response (TPR)

DESCRIPTION

TPR requires actionable verbs which are stated with gestures for students to imitate. It includes the I do, We do, You do approach. The teacher gradually decreases the gesture prompt. It is a popular strategy for teaching listening comprehension.

STEPS

1. Select 4 of the action words from the book to teach at each setting.
2. For each word on the list make a word card with a large enough font so it can be read by all the students.
3. (I do) Say the word and do the gesture at the same time. Use the intonation of a command with appropriate gestures and facial expressions. For example, '*sit down*' saying it and doing it.
4. (We do) Say it and do it with the students.
5. (You do) Say it without doing the action yourself and watch the students do the action.
6. When all the action words in a book are presented, read the text.

BOOKS

Ayres, K. & Westcott, N. D. (2008) *Up, Down and Around*. Candlewick.

- All grades. ELL Stage: early beginner AD290L

Barton, B. (2015). *My Bus*. Greenwillow Books.

- Early elementary and preschool. ELL Stage: early beginner

Bridwell, N. (1998). *Clifford Makes a Friend*. Cartwheel Books.

- Early elementary. ELL Stage: early beginner. 130L

Carle, E. (1997) *From Head to Toe*. HarperFestival

- Early elementary. ELL Stage: early beginner. 80L

Cronin, D. (2009) *Stretch*. Atheneum.

- Elementary grades. ELL Stage: intermediate beginner. AD260L

Davis, K. (2001). *Who Hops?* HMH Books for Young Readers.

- Elementary grades. ELL Stage: beginner. 320L

Ehlert, L. (2006) *In My World*. Clarion Books.

- Early Elementary and elementary grades. ELL Stage: intermediate beginner
- Also for Vocabulary

- Fleming, D. (2002). *Mama Cat has Kittens*. Square Fish.
- Early Elementary. ELL Stage: early beginner. AD280L
- Frost, H. (2018) *Step Gently Out* Candlewick.
- Upper grades. ELL Stage: advanced beginnerL
- Harter, D. (2011) *Walking through the Jungle*. Barefoot Books.
- Early Elementary. ELL Stage: early beginner
- Hubbell, P., Halsey, M. and Addy, S. (2008) *Airplanes : Soaring! Diving! Turning!* Marshall Cavendish.
- All grades. ELL Stage: advanced beginner. AD400L
- Kerley, B. (2006). *A Cool Drink of Water*. National Geographic Kids.
- All grades. ELL Stage: intermediate beginner
- Page, R. & Jenkins, S. (2006) *Move!* HMH.
- All grades. ELL Stage: multilevel. AD450L
 - Also use with: Vocabulary visuals
- Pashkis, J. (2020) *Where Lily isn't*.
- All grades. ELL Stage: intermediate beginner
- Reisman, D. (2008). *Cows Can't Jump*. Jumping Cows Press
- Early elementary. ELL Stage: early beginner. AD160L
- Rubin, S. (2008) *Matisse Dance with Joy*. Chronicle Books.
- All grades. ELL Stage: early beginner
 - Board Book
- Sayre, A. (2016) *When the Wind Blows*. Henry Holt and Co. (BYR).
- All grades. ELL Stage: advanced beginner. 230L
- Sweeney, L. B. (2015) *When the Wind Blows*. Putnam and Sons.
- All grades. ELL Stage: early beginner. 240L
 - Also use with: Chanting
- Thompson, L. (2012) *Hop, Hop, Jump!* Margaret K. McElderry Books
- Early elementary and preschool grades. ELL Stage: early beginner
- Walsh, M. (2002). *Do Donkeys Dance?* Lawrence, KS: Mammoth/Egmont.
- Early elementary grades. ELL Stage: intermediate beginner

LESSON PLAN

ANCHOR BOOK

Carle, E. (1997) *From Head to Toe*. Harper Festival. 80L

OBJECTIVE

1. SWBAT demonstrate with a gesture the meaning of each of the spoken action verbs.
2. SWBAT identify a picture for the parts of the body, and the names of the animals.
3. SWBAT substitute words in a patterned sentence, "I am a ___ and I ___ my ___."

PREPARATION

- Select 4 the action words from the book, such as *wave, stomp, wiggle, clap*.
- For each group of 4 action words, make a word card with a large enough font so it can be read by all the students.
- Make 3 cards that have an underline, an X and a circle and teach 3 basic commands, "underline the _____, circle the _____, put an X on _____"

INTRODUCE THE ENGLISH

- Demonstrate the meaning of 1 of the 4 words by saying it and doing it. Use the intonation of a command with appropriate gestures and facial expressions..
- Next, have students do the actions as they watch you.

Note: For early elementary age and beginners of all stages only teach 4 words in each session.

PRACTICE

- Say command or action without doing the action yourself. Have them do the action.
- When you finish the introduction of the words, have them do the actions of each as you say them in random order. Call on students to be the teacher and use the written cards or give oral commands to other students.
- Show the word on a card. Have them read and do the action.
- READ THE BOOK AND STOP periodically to have students demonstrate their new skills, such as, "with your finger put an X on the word wave," "put a circle the word" and "underline the word".
- Write the sentence pattern on the board and have students substitute verbs."I am a giraffe and I bend my neck" or "I am a giraffe and I turn my neck" and others.

INTERACTIVELY READ THE TEXT

- After all the action words in a book are presented, read the text together.
- Have half the class be the animals and the other half answer their questions.
- Write the sentence structure in the following pattern:
"I am a ___ and I ___ my ___."

Children substitute the names of 12 verbs, "and I ____."

Children substitute the names of 12 body parts, "my ____."

Children substitute the names of 12 animals, "I am a ____."

ASSESSMENT

- Give students a sheet of paper with the drawings of the action words. Give commands for them to do on their papers, such as put an X on the boy. Put a circle on the cat, etc. Score these sheets
- Make a checklist of the student roster and all the verbs in the text. Assess students individually by showing the drawings of the actions or by giving them commands.

Strategy: Vocabulary Visuals

DESCRIPTION

Teaching vocabulary requires ELLs to know the meaning. This can be done by giving them the meaning in their first language. Other ways to teach vocabulary words include gestures, visuals and objects. Ideal picture books have transparent relationships between graphics and the text. Included below are books that also lend themselves to teaching vocabulary with card games. The vocabulary game described below is meant to build long term memory for oral and written words, Simultaneous Oral and Written Language (SOUL) (Lado, 2012).

STEPS

1. Select 4 words pictured in the book to put on a grid. Separately make a word-card for each word and for each student.

book	apple
desk	paints

2. Teach the names of each word in the grid. Have each student point to and repeat them. Show the meanings in the book's pictures.
3. Give each student word-cards one by one to place on the corresponding grid word.
4. Next give each student the word-cards but hold them above. Have students name and point to the corresponding grid word.
5. Next time put the word-cards further away. Have them name and show the corresponding word in the grid.
6. Next time again, put the word-card across the room and have students go to the card and read it. Allow them to consult the grid as well as the book's pictures as many times as needed.
7. Put the grid away. Give each student an envelope in which you put the word cards that they can read.

BOOKS

Blackstone, S. (2003). *Where's the Cat?* Barefoot Books

- Elementary grades. ELL Stage: beginner

Coat, J. (2012). *Hippopposites*. Harry N. Abrams

- All grades. ELL Stage: early beginner
- Board book

Fishman, C. (2021). *A Spring Stroll in the City*. Familius

- Elementary grades. ELL Stage: early beginner
- Board book

Jenkins, S., & Page, R. (2008). *What Do You Do with a Tail Like This?* Clarion Books.

- Early elementary grades. ELL Stage: beginner and multilevel. 510L

Kerley, B. (2006). *A Cool Drink of Water*. National Geographic Kids.

- Upper grades. ELL Stage: multi-level
- Nouns are in capital letters, prepositions are in italics

Nelson, K. (2017). *Blue Sky White Stars*. Dial Books.

- All ages. ELL Stage: early beginner.

McDonald, J. (2016). *Solar System*. Doubleday Books for Young Readers

- Elementary grades. ELL Stage: advanced beginner. AD470L

Ringgold, F. (2004). *Cassie's Word Quilt*. Dragonfly Books

- All grades. ELL Stage: intermediate beginner. 420L

Rissman, R. (2014). *Rocks and Soil*. Heinemann

- All grades. ELL Stage: intermediate beginner. 460L

Sehgal, K. (2018). *Festival of Colors*. Beach Lane Books

- Elementary grades. ELL Stage: intermediate beginner. AD250L

LESSON PLAN

ANCHOR BOOK

Ringgold, F. (2004). *Cassie's Word Quilt*. Dragonfly Books

OBJECTIVE

- Students will be able to read 4 new vocabulary words and use them in a question and a statement.

PREPARATION

- Make vocabulary cards and grid for 4 words from the vocabulary page.
- Have 4 blank cards per students ready to distribute

PRESENTATION

- Picture Walk the first few pages then have the student identify the 4 vocabulary words you are teaching in the scenes and in the vocabulary matrix page in the book.

plants	chair
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food	table
------	-------

- Have students point to, read and reread the words in the grid.
- Give each student 4 word-cards one by one to place on the corresponding grid.
- Show the word-cards one by one further away from the grid and have the students read it. Repeat farther from the grid.
- Make a 2nd set of cards for the 4 words.

GUIDED PRACTICE

- Let the student select words from the book for a 2nd set of the word-cards.
- Teach these using the same steps as above.
- Play this next game with 3 students. Turn all 8 cards over on the table. This game is called **'Concentration'**. The objective is for students to find 2 cards that match, and in so doing have to use the words in a sentence.
- Students will take turns turning over 2 cards. If they match them must say, "I have 2 cards." Everyone asks, "Does ___ match with ___?" The answer is either 'yes' or 'no'.
When the cards match, the student holds these cards and the next student gets a turn.
- When all the cards are taken, write the following sentence stem and have students place one word card in the blank and read the sentence.
 - Example: Cassie has a chair. I have a chair, too.
- Have students select 4 more words, make the 4 card grid, and make a 2nd set of cards.

ASSESSMENT

1. Give each child a pile of the cards that were taught. Make a checklist with the names of the students and a list of all the words on the cards. Check the words that they can read.
2. Give students a sentence strip with a sentence stem. Have students select an appropriate word card for the blank.
This is a _____ .
Does ___ match ___ ?
_____ .

