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| **Total Physical Response (TPR)** | ● An effective way to Introduce/review academic concepts in a concrete and comprehensible manner  
● Raise level of engagement through whole body learning  
● Students gain confidence by learning new vocabulary easily  
● Students associate new information with a picture/ real object and an action | Teacher models academic oral language accompanied by pictures, realia, and movements. Each key vocabulary word or concept is represented by a gesture. Initial focus is on building students’ *receptive* language followed by *productive* language. |
| **Adapted Readers’ Theater (ART)** | ● An effective way to introduce a variety of texts (i.e. small group instruction; read aloud)  
● Through narration and interaction/ movement, concepts and vocabulary are previewed | The teacher orally paraphrases the text while acting out key parts and inviting students to join as she repeats the actions. |
| **Activate Prior Knowledge/Build Background Knowledge** | ● **Activate Prior Knowledge:**  
○ Students *already* possess knowledge and experiences that they can build on as they encounter new learning  
○ Develop relationships with students  
● **Build Background Knowledge:**  
Proactive approach avoids assumption that all students have the language they need to engage in the learning tasks | Some suggested activities include anticipation guides, TPR, multimedia, videos, quickwrites, preparatory texts, and field trips – real or virtual. |
| **Visual Aids** | ● Support introduction of new vocabulary and concepts  
● Promote active learning and engagement  
● Critical scaffolds to differentiate and move students toward more complex tasks  
● Videos allow students to *listen* to the language being spoken, *see* facial expressions, gestures, and body language, and *read* subtitles | ● Visual representations such as graphs, maps, photographs, images, picture collages, drawings, charts  
● Realia such as objects, puppets, or people  
● Graphic organizers such as story maps, Venn diagrams, concept maps, idea webs, cause and effect charts, flow charts  
● Multimedia such as videos, PowerPoint presentations, Slides |
| **Academic Discussion** | ● Practice using academic vocabulary in conversation  
● Communicate coherently and confidently with others  
● Grammar and phrasing modeled by interacting with peers and using sentence frames | ● Cooperative learning strategy in which students talk with each other about a topic, usually using sentence frames  
● Ask and answer questions (then add more) |
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| Fishbowl              | ● Students model usage of expected language and behavior for peers  
                        ● Teaches students cooperative learning and a center activity in an explicit way with minimum explanation from the teacher                                                                                     | Select a group of students to model an activity in the center of the class. Other students gather around and observe their actions. Teacher directs the “fish” through the activity and models formal language of the activity in pairs or small group.                                                                 |
| Sorts                 | Allows the teacher to introduce and assess students’ understanding of key academic vocabulary and background knowledge through a low-stress and enjoyable exercise.                                          | Pairs of students (or individuals) are asked to categorize words, pictures, or realia into predetermined categories (a closed sort) or into categories of their own choosing (an open sort). Students then explain the reasons for their choices.                                                  |
| Language Experience Approach (LEA) | ● Students create a comprehensible text in their own words directly related to a shared experience  
                         ● Easily adapted to students’ different proficiency levels, interests, and subjects  
                         ● Models how oral language is connected to written language and conventions  
                         ● Students practice adding more details and explaining more fully  
                         ● A way to model the use of new vocabulary, new sentence structures in writing, and a variety of writing genres                                                                 | First step is to share a concrete, comprehensible experience. Second step is narrating the concrete experience while the teacher writes. While writing the teacher gives a writing mini-lesson, modeling a specific writing skill. The third step is reading or writing using the LEA document as a mentor text. |
| Dictation             | ● Used to demonstrate comprehension, practice listening and spelling, assisting in pronunciation, reinforce or clarify grammar, punctuation, syntax, and semantics  
                         ● Adjustable amount of time can be spent 3 mins - 20 mins                                                                                                                                   | ● Students dictate to each other  
                         ● Dictations from a paragraph just read  
                         ● Picture dictation  
                         ● A dictation game where students are in teams and sentences are taped up around the classroom                                                                                         |
| Summarizing/ Paraphrasing | ● Critical to student academic success  
                         ● Build on students’ strengths as language learners (they naturally need to do this for comprehension)  
                         ● This “challenge” can highlight language as an asset rather than a deficit                                                                                                                    | ● Skimming the text  
                         ● Deleting unnecessary or redundant information  
                         ● Finding the main ideas  
                         ● Creating a topic sentence  
                         ● Using general categorizational words (ie. fruit for apples, bananas, and oranges)                                                                                                           |