

CHAPTER

REALIA STRATEGIES

Connecting Language Acquisition to the Real World

This strategy addresses the following TESOL Standards:

Goal 2: To use English to achieve academically in all content areas

Standard 2: Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Realia is a term for real things—concrete objects—that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experiences on which to build and to provide students with opportunities to use all the senses in learning. While using realia in the classroom is not always possible, it is usually the best choice if the student is to learn all they can about a topic. Realia allows the student to see, feel, hear, and even smell the object being explored. If the real thing is not available, the teacher must move down the continuum from the concrete (real thing), to a replica such as a model, to a semiconcrete object such as a photograph or illustration. However, each move down the continuum causes the loss of some sensory information that could be helpful in comprehension. See Figure 3.1 for suggestions of classroom realia that are helpful in the presentation of powerful learning experiences.

STEP BY STEP

The steps in implementing the use of realia are the following:

- **Identify opportunities to use realia**—Be aware of opportunities to include realia in lessons as you plan. Preread any stories to be read aloud or used for reading instruction to identify vocabulary that may be unfamiliar to the students and locate realia that will be helpful to their understanding.

- **Collect realia**—Begin to collect items that can be stored in the classroom and organize them so that they can be easily accessed for instruction. Plastic tubs or large, clear plastic bags are often used for this purpose. Some items will be used with only one theme or book and should be stored

classroom teaching and may even make part of your trip tax deductible. Parents can often contribute photographs that you can copy or scan for your growing file. Send out a request for photos of hard-to-find items to give the parents an opportunity to lend support.

Line drawings, photographs, maps, and realia are not the only visuals that can be used in scaffolding. Video is another visual support that is useful. It is often possible to film brief video clips in advance of a lesson so that students get a moving, real-life scaffold as a topic is discussed. Again, vacation video is a rich source of support.



STRATEGIES ON VIDEO

Visual Scaffolding

Methods for creating color transparencies using visuals from the Internet are demonstrated on Segment 3 of the DVD that accompanies this text. After you view this segment, ask yourself these questions:

- How can I use this technique to improve the quality of one of my lessons?
- How does using visual scaffolding add to vocabulary instruction?
- Why does Dr. Jordan suggest a method for storing visuals?
- What are some of the barriers to using visual scaffolding? How can I overcome these barriers?

EXAMPLES OF APPROXIMATION BEHAVIORS RELATED TO THE TESOL STANDARDS

Pre-K–3 students will:

- retell interesting events.
- ask questions to satisfy personal needs.

4–8 students will:

- work in cooperative groups and follow task roles.

- paraphrase directions given orally or in writing.

9–12 students will:

- use verbal communication to identify expectations for class assignments.
- assist in oral presentations as appropriate.

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Category	Realia	Uses
Household items	Eating utensils, kitchen appliances (from different cultures), miniatures such as household furniture, old-fashioned items no longer commonly seen	Active experiences, vocabulary development, role-playing, story reenactment, prereading activities, oral language practice, story problems in math
Food	Fruit, vegetables, unusual items unfamiliar to children; many plastic food items are available for classroom use	Sensory experiences, vocabulary development, acting out stories, grammar activities (singular, plural)
Clothing	Different kinds of hats, gloves, sweaters, jackets, boots, any examples of ethnic clothing to support understanding	Vocabulary development, story reenactment, writing support, oral language practice
Literacy materials	Books, magazines, newspapers, encyclopedia, reference books, checkbooks, bank books	Role-play, vocabulary development, easy access for research, exposure
Farm or occupational items	Rakes, plows, harnesses, tools, baskets, hay, nails, models of barns, silos, scarecrows, wagons, farm carts	Prereading activities, role-playing, vocabulary development, knowledge of size and weight
Flowers and plants	Examples of flowers and plants being studied or read about; unusual plants such as large sunflowers, pumpkins	Vocabulary development, sensory experiences, size comparisons
Animals	Classroom pets, house pets, farm and zoo animals, birds	Sensory experiences, vocabulary development
Crafts	Knitting, crocheting, tatting, sculpting clay, potter's wheel, spinning wheel, loom	Vocabulary development, role-playing, sensory experiences, prereading activities
Ethnic items	Piñatas, chopsticks, wok, tortilla press, tea sets, clothing	Vocabulary development, cross-cultural experiences

Figure 3.1 Realia for Powerful Learning

with the theme materials or book. Yard sales and end-of-season sales at craft stores are good sources of realia for classroom use. Parents can often be helpful in locating and supplying useful items.

- **Build a library of realia**—Collaborate with other teachers at your school or grade level to build a library of realia that can be shared for major theme studies. Locate local merchants, farmers, and other resources for the loan of large items such as farm equipment or animals.

- **Use field trips as realia**—If it's too large to move and your students' learning would benefit by experiencing it, take a field trip. Give your students the opportunity to really understand what they are studying.

APPLICATIONS AND EXAMPLES

Ms. Castaño has found a beautiful little bilingual book, which she wants to use with her third graders. Many of her Hispanic students speak English very well now, but their parents are concerned that they are losing their fluency in Spanish. Ms. Castaño is always looking for ways to encourage the use of their primary language. The book she has found, *My Mexico—México Mio* (Johnson, 1996) is a collection of poetry in English and Spanish. Many of her third graders will be able to read both the English and Spanish versions of the poems and there are many opportunities for active lessons and vocabulary development in both languages.

As Ms. Castaño prepares her lessons for the next week, she also gathers realia to support the students' understanding. Her school is near a little park where she will be able to take the students on a walk to see an adobe wall like the one described in the poem "Adobe Brick." Maybe she can even talk her father into coming to school and demonstrating how to make adobe bricks.

Ms. Castaño has a broom in the classroom and she finds a huge plastic cockroach given to

her as a joke years ago that she will use with the broom for the students to reenact the poem "I am Cucaracha." She's smiling to herself now as her preparations for the use of this lovely little poetry book begin to get exciting. Ms. Castaño knows of a market where she can buy some gourds to use in making maracas as described in the poem "Gourds." She knows that her friend Marcella will be glad to bring her loom to school so the children can practice weaving as they read "I Saw a Woman Weaving."

After that experience she can teach the children to weave paper place mats and maybe one of the mothers will come to school to make tortillas as a culminating activity on Friday. She picks up two ears of corn to take to school so the children will understand how the tortilla flour is made.

Ms. Castaño makes a list of new vocabulary words that will be learned this week and is pleased to see many new Spanish and English words on the list. Her native English speakers will be learning a lot from this week's poetry unit, too.

Mr. Millar's sixth graders are exploring survival skills through a combined literature and science study based on several survival stories, *My Side of the Mountain* (George, 1959), *Island of the Blue Dolphins* (O'Dell, 1960), *River Rats, Inc.*, (George, 1979), and *Hatchet* (Paulsen, 1987). The students are working in groups to explore the realia they have found or had relatives send to them from the areas in which the stories took place. In some cases, they have been able to actually taste the berries and boiled twigs

that the characters in the books had to eat to survive.

Mr. Millar has contributed some of the realia used in the study, like some of the more primitive tools that are no longer readily available. In other cases the students have used some of the raw materials described in the books to actually construct the tools and cooking utensils made by the characters in the stories. Now that the students have all read one of the survival stories, they are comparing the survival strategies used in each of the books.

Theory to Practice Connection

Multiple opportunities to explore new vocabulary in different contexts deepens vocabulary knowledge (Nation, 2005).



"Most of the tools they made in the stories depended a lot on the wood and stone and other materials that were available in the area," Johan observes.

"That is very true," Mr. Millar agrees. "What else was affected by the location of the story?"

"The problems they had," Susana replies. "Survival in the Canadian wilderness is very different from survival on a Pacific island."

"I thought it was interesting that they had different plants that they used for medicine," Teresa adds.

"The botany books we looked at listed a lot of plants that were edible or used for medicinal purposes," Jacob says. "I never knew that you could eat boiled twigs, either."

"They sure don't taste too great," Teresa says with a grin.

"What could you eat if you were stranded around this area?" Mr. Millar asks.

"Twinkies from the Minute Market," Susana jokes.

"No, seriously," Mr. Millar says. "Are there any local plants you could eat?"

"My grandmother says they used to eat dandelion salad," Johan says. "We could try that. We have a lot of dandelions growing in our yard."

"See whether you can get her recipe," Mr. Millar says with a smile. "We're going to take a survival hike in a few weeks so we need to research the plants that we may have to eat. Mr. Smithson, the botanist at the college, is coming along just to make sure we don't poison ourselves. We will also have to gather indigenous materials from the woods to use as tools and cooking utensils. We have some research to do before we go, though. All we will carry along is a supply of water and some very basic tools like the stone and wood hatchets and a first-aid kit. But first, let's go to the Internet and see if we can find out what kinds of plants are indigenous to our local area and decide if they can be safely eaten or not. Then we will be off to gather our survival feast!"

The students looked at Mr. Millar with a wide assortment of expressions, from excitement to apprehension.



CONCLUSION

The use of realia in the classroom supports English learners in a wide variety of ways. Introducing real objects that can be seen, felt, and manipulated is a powerful way to connect vocabulary to real life. The use of realia is motivating to students because they can actually use the real objects in the way in which they are intended to be used. Realia introduces an authentic hands-on nature to many lessons. The use of real objects conveys meaning in a way that no photograph or illustration can. There is no confusion over the size, weight, texture, or smell of an object, fruit, vegetable, or tool when the real thing is present. In some cases it becomes important to provide several objects in order to see the range of possibilities, such as several different kinds of apples or tiny sunflowers to be compared with the huge examples seen in certain parts of the world. The teacher can be extremely innovative in the use of realia as demonstrated in the applications and examples found in Chapters 22 and 39 in this text.

STRATEGIES ON VIDEO

Realia Strategies

Segment 4 of the DVD that accompanies this text shows realia being used to build vocabulary in a first grade classroom. After you watch this segment, ask yourself these questions:

- How did the teacher connect the objects to the written labels?
- How could she extend the lesson with a writing activity?
- How could you include realia into a lesson you are planning?
- What are some of the barriers you see in implementing the use of realia in the classroom?

EXAMPLES OF APPROXIMATION BEHAVIORS RELATED TO THE TESOL STANDARDS

Pre-K–3 students will:

- associate written symbols and realia.
- represent story sequence with realia.

4–8 students will:

- compare and contrast real objects.
- represent information through the use of realia.

9–12 students will:

- describe change and growth in real things.

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CHAPTER

4

INTERACTIVE READ-ALOUD

Reading Designed to Support Understanding

This strategy addresses the following TESOL Standards:

Goal 1: To use English to communicate in social settings

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Goal 2: To use English to achieve academically in all content areas

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Interactive read-aloud (Barrentine, 1996) is the reading of books out loud with the use of expression, different voices for different characters, gestures, and the active participation of the listener through predicting, discussion, and checking for understanding. It also involves the exploration of the structure of text and think-aloud strategies that demonstrate how the reader gains meaning from text. This form of read-aloud is a powerful teaching tool for use with English language learners because it produces a strong English language model and it reduces anxiety in the students since they can listen and comprehend due to the use of voices, illustrations, and gestures (Smallwood, 1992). Students see their teachers as role models and in interactive read-aloud the teachers demonstrate what good readers do (Tompkins, 1998).

Although read-aloud has traditionally been used extensively with young children, its effectiveness with older students has been documented many times (Krashen, 1993; Trelease, 1995). This research has led some administrators of high schools with low test scores in reading and comprehension

to mandate the use of read-aloud schoolwide on a daily basis—with very positive results (Trelease, 1995).

Interactive read-aloud is motivational. When students observe a teacher reading fluently and with enthusiasm they often choose to read the same book, or another book by the same author for leisure reading (Wood, 1994). The discussion of characters, setting, and description that is involved in interactive read-aloud provides shared understanding and vocabulary that helps English language learners stretch their linguistic abilities (Swain, 1993). It's been documented that students who frequently hear books read aloud have a more extensive vocabulary than those who do not (Trelease, 1995).

STEP BY STEP

The steps in implementing interactive read-aloud are the following:

- **Choose an appropriate book**—Choose a book that is above the instructional reading level of the students that will give you an opportunity to provide a rich read-aloud experience through the use of different voices, excitement, and drama. Set aside a time each day when you will read aloud interactively with your students.

- **Preread and plan interactions**—Before beginning the read-aloud sessions, read the book you have chosen thoroughly. Use sticky notes to mark places for discussion, predicting, and connections to other books the students have read or personal experiences they can relate to the story.

- **Stop for interactions**—Select a 10–15 minute section of the text to read each time, stopping at logical places between readings. Read with enthusiasm, using gestures and voices, and review the events of each day's reading at the end of the session. Discuss predictions for the next day's reading and involve the students in relating the events of the day to their own experiences or similar literary experiences. Use graphic devices like story mapping or daily illustrations of the events to keep the students interested. See Figure 4.1 for an example of a story map.

- **Assess student progress and understanding**—Students' abilities to paraphrase or retell events in a story are indicative of their understanding of the story. While English learners may

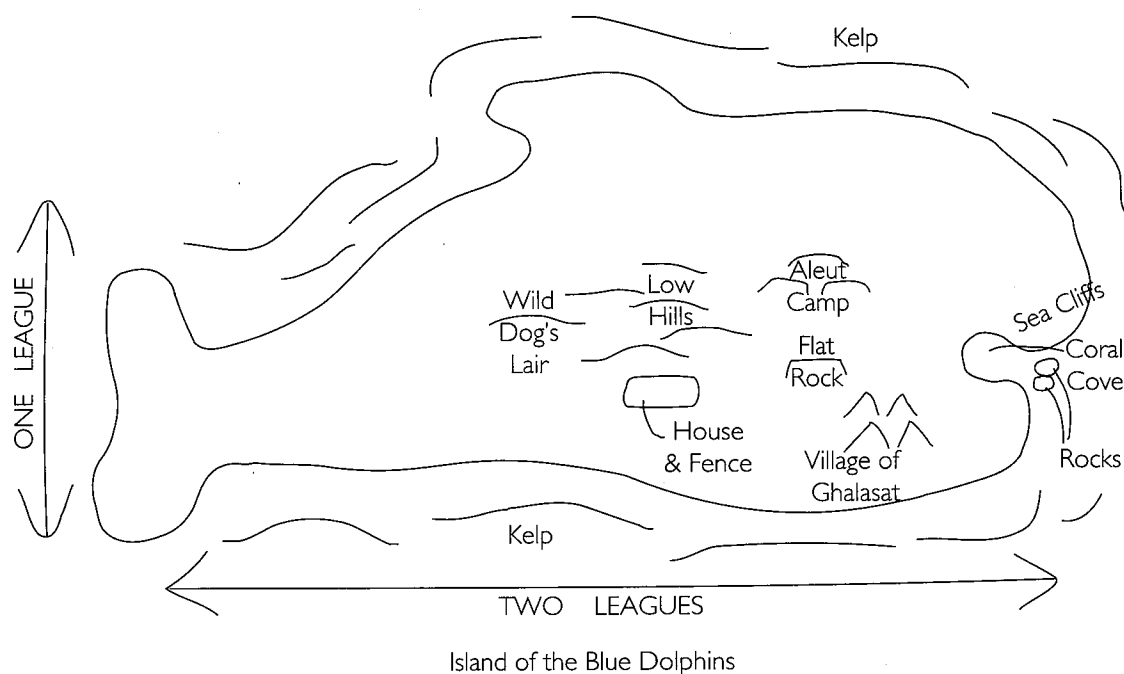


Figure 4.1 A Story Map for *Island of the Blue Dolphins*

understand the story and not have the vocabulary or confidence to retell or paraphrase, they can often draw illustrations or act out scenes to indicate their comprehension. To determine whether the strategy of interactive read-aloud is effective, pause occasionally to allow students to demonstrate their understanding by paraphrasing, illustrating, or acting scenes. Anecdotal records of these types of informal assessments can be kept in individual student portfolios.

APPLICATIONS AND EXAMPLES

In Mr. Castro's school district, each grade level has been assigned five core books to be studied. Scott O'Dell's *Island of the Blue Dolphins* is one of the core books designated for fourth grade. Because many of his students are English learners, Mr. Castro knows that they will not be able to read and understand the book if they are required to read it independently. He decides to explore the book with his students using interactive read-aloud.

Mr. Castro reads the book to prepare for his lessons and identifies places where the students will need support in understanding the vocabulary and situations. He prepares the teaching points, vocabulary, and modeling that he wants to do as he reads and plans a half an hour a day for the read-aloud and follow-up discussion.

Since the book has 29 chapters, Mr. Castro plans to read two chapters a day so he can complete the book in a three-week period. He marks the points in the book where he will stop for discussion, think-alouds, and vocabulary checks. He places sticky notes in the book to remind him of his plans to interact with the students and provide modeling of important comprehension processes. See Figure 4.2 for a sample of Mr. Castro's interactive read-aloud plan for *Island of the Blue Dolphins*.

After Mr. Castro reads each chapter, he asks the students to tell him what happened in the chapter. The students dictate a sentence or two for each chapter and Mr. Castro writes the sentences on a large chart tablet. Later in the day the students may copy the sentences and

Chapter One

Preparing to Read

1. Look at the map and locate the Pacific Ocean and the Aleutian Islands.
2. Encourage discussion of times when the students have seen the ocean, sailboats, and tropical flora and fauna.
3. Look at the cover picture and predict what the story might be about.

During Reading

- pg. 9 — Relate "Aleut Ship" to the Aleutian Islands on the map. Discuss the meaning of "it looked like a small shell afloat on the sea" and "it grew larger and was a gull with folded wings."
- pg. 10 — Discuss the fact that neither of the children had ever seen a ship before. Think-aloud the possibilities and arrive at the inference that the island didn't have many visitors.
- pg. 11 — Discuss the meaning of the first paragraph.
Prediction Point—bottom of page 11.
- pg. 12 — Discuss the meaning of *concealed*, *crouched*, and *ravine*.
- pg. 13 — Discuss the meaning of the quote, "I come in peace and wish to parley."
Discuss the explanation of the secret name and the belief that it has power.
- pg. 14 — Show a picture of an otter. Discuss why the Aleuts were hunting them.
- pg. 15 — Estimate the distance of 20 leagues and then look it up.

After Reading

1. Ask the students to tell what happened in this chapter and write their words on large chart paper.
2. Ask for predictions about what will happen in Chapter two.
3. Review the meaning of *concealed*, *crouched*, *ravine*, and *mesa*.

Figure 4.2 Interactive Read-Aloud Plan for *Island of the Blue Dolphins*

illustrate them in their *Island of the Blue Dolphins* journal or write a different summary and illustrate it. Their



Theory to Practice Connection

Careful planning for student involvement provides opportunities for verbal interaction (Canagarajah, 2006).

journal also has a section reserved for the writing of

new vocabulary learned each day. The students are given a challenge to find ways to use the new vocabulary in their writing and speaking each day so that they will “own the new words.”

Mr. Castro has multiple copies of the book being studied because some of the students like

to follow along while he reads aloud. There are also several copies in the listening center so the students can listen to a tape of the story if they want to hear the chapters read again. The students often use the listening center to review past chapters or to catch up with the story after an absence. Although there is no reason they can't listen ahead to coming chapters, they keep a strict code of silence about future chapters because “they don't want to spoil the story for the rest of the class.”



Ms. Botic is preparing her ninth-grade students to attend a performance of Hal Holbrook as Mark Twain. The students have read several short selections written by Mark Twain and want to hear *The Adventures of Huckleberry Finn*. Ms. Botic knows that the students will benefit more from the theater excursion if they understand the stories they will hear and decides to expose the students to Huck Finn through an interactive read-aloud.

After rereading the first few chapters of the book, Ms. Botic decides to read the story in dialect and to use a few props. She finds an old flannel shirt and decrepit straw hat and uses sticky notes to mark stopping points in the story. Because Ms. Botic is interested in teaching the use of comprehension processes to her students, she plans to model the processes as a part of her read-aloud. See Figure 4.3 for an explanation of the comprehension processes.

Ms. Botic introduces the reading of Huck Finn by showing the video of *The Adventures of Tom Sawyer*. She asks the students what they think might happen next with Huckleberry.

“I think he's going to run away,” Ramon says. “He's never going to be able to live with the Widow Douglas.”

“You may be right, Ramon,” Ms. Botic says with a smile. “We get to see in the next book, *The Adventures of Huckleberry Finn*.”

Ms. Botic opens the book and says, “Mark Twain begins this book with a warning and an explanation. Do you know what a warning is?”

“Do you mean a warning like, ‘Be careful?’” Kelly asks.

“Yes, Kelly. It's something you say or read that tells you to be careful or that something is dangerous. Mark Twain starts this book with these words:”

Notice

Persons attempting to find a motive in this narrative will be prosecuted; persons attempting to find a moral in it will be banished; persons attempting to find a plot in it will be shot.

By order of the author, per G. G., Chief of Ordinance. (de Voto, 1984)

“What do you think Mark Twain is warning us about?” Ms. Botic asks.

The students seemed very puzzled by the quote so Ms. Botic decides to explore the word meanings. “Let's take the warnings one at a time. He says ‘persons attempting to find a motive will be prosecuted.’ What is a motive?”

Ms. Botic leads the students through a discussion by asking them to relate the unfamiliar vocabulary to experiences they've had in the past. They relate the word *motive* to murder mysteries on TV, the word *prosecuted* to shoplifting warnings they see in stores, and the word *moral* to Aesop's Fables they've read in the past. At the end of the discussion, Ms. Botic commends the students for making connections. She reminds them that other stories and television shows and movies that they have seen may help them understand stories that they read. She explains that it is these kinds of connections that good readers use to help them understand tough text.

Process	Definition	Teaching Strategies
Microprocesses	Sentence-level connections Making sense of elements within a sentence	Read-aloud, rereading for fluency, phrasing practice
Integrative processes	Connections between adjacent sentences within a selection	Finding cohesion links, referents, visualizing the connections between ideas
Elaborative processes	Making connections between personal experiences or other texts related to the text being read	Think-aloud referring to personal experiences or other texts that were similar to the one being read
Macroprocesses	Getting the main idea, the overarching meaning of a whole selection	Summarizing the text, stating the main idea, finding the topic sentences
Metacognitive	Monitoring your own understanding of what is being read	Stopping and taking stock and having strategies to use to support understanding Rereading, paraphrasing, looking up words, self-correcting, and monitoring

Figure 4.3 Teaching Comprehension Processes

Adapted from Irwin, J. (1991). *Teaching the comprehension processes*, and Tompkins, G. E. (1997). *Literacy for the 21st Century*.

Because Ms. Bosis reads the story with the dialect of the characters, she manages to set a tone that helps the students to relax and enjoy the story. She stops periodically to model comprehension processes like thinking aloud when something may be confusing or talking about something in the book that reminds her of the Tom Sawyer video. She stops every now and then and pretends to be confused by a pronoun, asking the students who is meant by the word *he* in that sentence or rereading a sentence to help the students make connections. She doesn't demonstrate these strategies constantly because she doesn't want to interrupt the flow of the story, but she gives the students a lot of ideas about how she is making meaning of the text by her short explanations and demonstrations.

At the end of each day's reading, Ms. Bosis reviews some of the more difficult vocabulary and encourages the students to discuss the main events in the part of the story read that day. She asks questions that require the students to infer and she encourages them to predict what might happen next. She is modeling fluent reading, obviously enjoying the story and using the storytelling mode with the addition of the simple costume and dialect.

CONCLUSION

Interactive read-aloud, while traditionally associated with primary classrooms, is also highly effective in supporting comprehension and vocabulary development in older students, especially those who are English learners. Even high school students benefit from hearing fluent, expressive reading of English text. By hearing literature read with the use of different voices, inflection, gestures, and body language, English language learners are supported in refining their reading and speaking skills.

EXAMPLES OF APPROXIMATION BEHAVIORS RELATED TO THE TESOL STANDARDS

Pre-K–3 students will:

- orally describe favorite storybook characters.
- orally describe personal experiences related to a text.

4–8 students will:

- describe a personal hero, orally or in writing.

- use words from books read in oral and/or written communications.

9–12 students will:

- respond to literature orally or in writing.
- participate in the performance of a scene from literature.

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CHAPTER 27

MODELED TALK Showing While You Talk

This strategy addresses the following TESOL Standards:

Goal 2: To use English to achieve academically in all content areas

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide

subject-matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Modeled talk (Herrell, 1999), the concurrent verbal explanation and physical demonstration of directions or concepts, is one of the simplest and most powerful strategies for use with English language learners. It takes some planning and practice but can soon become a habit for effective teachers. Modeled talk is the use of gestures, visuals, and demonstrations as explanations are made. Gestures and modeling provide examples for learners to follow and lower their anxiety since they know exactly what to do because they have seen the directions or content modeled.

STEP BY STEP

The steps in implementing modeled talk are the following:

- **Identify the lesson and gather materials**—Identify the lesson to be taught and the materials to be used. Think about what you plan to say to explain the lesson and the directions to the students. Prepare the materials the students will use so that you have an example to show and, if necessary, examples in various stages of completion. Design gestures that will help the students understand exactly what will be expected of them without having to rely solely on English vocabulary for understanding.

- **Practice your modeled talk**—Practice your talk in front of a mirror to determine if your instructions, modeling, and gestures convey the message you want the students to understand.

Props	Visuals
Any textbooks to be used Scissors, tape, rulers, pencils, notebooks that will be needed Realia whenever vocabulary will be new Word cards for any new vocabulary to be written Maps, globes, manipulatives, examples of products to be made	Numbered charts showing sequence to be followed Diagrams showing a recap of directions given Standard illustrations for scissors (for directions to cut), crayon (for directions to color), pencil (for directions to write), computer (when it is to be used), ruler (for directions to measure), paintbrush (for directions to paint)

Figure 27.1 Props and Visuals to Support Modeled Talk



• **Design a visual of directions**—Design a standard visual that will be used regularly if the lesson or directions require that the students follow a sequence of instructions. This will help the students become accustomed to looking for this visual for support in remembering the sequence. Simple numbered drawings work well for this. A set of standard drawings created and saved on the computer, printed, laminated, placed in sequence on the chalkboard, can be used again and again for different activities. A picture of a pair of scissors, for example, always reminds the students that the next step is to cut, while a picture of a crayon reminds them to color.

• **Review the steps to be taken**—Review the steps the students are to take after you have delivered your modeled talk. Use the visuals you have created to reinforce the students' reference to them for support in remembering what to do. When the students are performing the activities you have explained, refer to the visuals whenever there is a question about what to do next so that the students practice the use of them. See Figure 27.1 for suggestions of props and visuals that support modeled talks.

APPLICATIONS AND EXAMPLES

Ms. Milsovic is using modeled talk to explain the day's learning centers to her kindergarten class of English language learners. She begins by sitting in a small chair with the students sitting on the floor in front of her.

"When I play the music," Ms. Milsovic says as she points to herself and then touches the play button on the tape player so the children hear a short section of the music they use as a signal to change activities, "you (indicates the children) will go to the centers (she motions toward the centers)."

Theory to Practice Connection

Modeled talk is a powerful application of context-embedded academic language that serves to support English learners in successful classroom participation (Peregoy & Boyle, 2001).



"First (she holds up one finger), you will go to the planning

board." As she says this she signals for them to follow her to the planning board. The planning board is made of a large automotive drip pan. It has photographs of each of the centers attached by magnetic tape across the top of it and room for children's names on magnets under each of the center pictures.

"You will look for your name," Ms. Milsovic continues as she shows the children the name cards, which are not yet attached to the board. She reads a few of the names so the children understand what is written on the name cards.

"If Cher's name is under this center," she points to the picture of the Art Center, "she will go to the art center first." She motions for the children to follow Cher to the Art Center.

