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ESL/SPED Inst Strategies
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ESL/Special Education Instructional Strategies

Visual Thinking Strategies for Improved Comprehension

This builds upon ESL students' background knowledge and developing skills that is detailed and enhanced in understanding of a lesson.

Procedure:

1. The teacher selects a known illustration that relates to a story
2. ESL students are asked what do they seen in the illustration
3. ESL students answer questions and wait for the teacher's response
4. The teacher relates information to something within the story and connects them together.

Examples of when to use the strategy:

1. When understanding new or different literature.
2. To get overall concept of how the illustration ties in with what they are learning
3. Activities about new material they are learning within a lesson.
4. To help them become open minded and share information amongst each other.
5. To understand the differences in students thinking

Variations

1. The teacher can bring in an illustration the indirectly relates to the lesson and the ESL students answer what they think the illustration represents and how it indirectly relates to the story.
2. Have ESL students share background knowledge of what they think the lesson relates to and predict how its relatability will be correct.
3. Have ESL students revise their predictions if they were wrong.

Close Viewing

This helps ESL students look at the details of illustrations of specific topics. These students can communicate ideas with partners who speak English to work together as a group.

Procedure

1. ESL students will focus on only one part of the image
2. Have ESL students look closely at the details of the image.
3. Offer ESL students to think about what they can learn or infer from those details
4. Have ESL students work with their partner and talk about the details they noticed and what they have learned or inferred from these details
5. Have ESL students draw or write a note about the details they noticed
6. Have ESL students repeat steps listed with additional images

Examples of when to use the strategy:

1. View their community or section of their city/town through Google Earth
2. In their familiarity of the area what do they see?
3. Is there anything that they did not notice on the map versus of what they see everyday?
4. Of the places that they know, other than their home what is the most important place to them within their community and why?
5. Why do they feel like they are a staple within their community?

Variations

1. Have partner groups interact within a specific type of thinking and provide a sentence about what they see within the image
2. Use this as a boost to help ESL students interact with other non-ESL classmates to become interested in the lesson.
3. This can be used with objects that intertwine with the lesson.

Back-To-Back and Face-to-Face

This provides ESL and non-ESL students to share information and gain multiple perspectives of a topic through partner interaction. Students are able to get comfortable with each other in an academic setting to interact in critical thinking about a specific topic.

Procedure

1. ESL students will have a non-ESL partner, with their backs facing each other.
2. ESL students will share information with their non-ESL partner based on the questions from the teacher
3. ESL students will think about what information they want to share and express their information the best way they can.
4. ESL and non-ESL students will turn and look at each other face-to-face and decide who will give information based off their own decisions.
5. ESL and non-ESL students are observant and paying attention to their partner while they are speaking.
6. ESL and non-ESL students will find a new partner and repeat steps with everyone in class until class ends or when everyone has worked together.

Examples of when to use the strategy

1. Teacher in a world history class about an existence of a group of people that no longer exist on earth. Students predict why they don't exist. Teacher looks for a group to best answer their question, if the group prediction is incorrect teacher chooses another group(s) to answer question until someone gets the answer correct.
2. The teacher has students face back to back of each other. The teacher has a variation of steps to go through of back to back and face to face instruction. The teacher asks a question such as "Where would be your favorite places in the world to go and why?" with the students backs to each other they answer the question. The student face each other and take turns answering the question while their partners gives them their undivided attention. Last, their backs are to each other.

Variations

1. Teacher can assign partners if students do not to choose them on their own
2. Students can stay with the same partner for the length of the lesson
3. Steps may be repeated several times, but give student will get different opportunities to understand and receive information form their partners.

Collaborative Conversation

This provides Special Education students to engage in group conversation where they build on ideas with different perspectives. This will help build speaking and listening skills, support writing, speaking and listening tasks, and provide data information for teachers of students' progression of language standards

Procedure

1. Move general education and special education students in small groups.
2. Put a question on the board or ask a question towards the class.
3. Teacher let special and general education students know when they can begin their dialogue amongst each other, the group members select a representative to answer questions based on the ideas that were discussed in the group.
4. Inform groups to let everyone participate and share their ideas amongst the class.
5. Students will engage in conversations, and provide new ideas and build on ideas of their classmates.

Examples of when to use the strategy

1. Arrange seating chart specifically placing special education students next general education students who are exceptional in class.
2. Have students answer the question “Why are laws an important structure of the establishment of a country?”
3. Have general education and special education students give their opinions to answering the question and why.
4. Let special education students present their opinion of the question in the front of the class
5. If special education students are not open/comfortable in speaking in front of the class have them write their opinion down for the teacher to view if it is correct or not.

Variations

1. Students use examples from their work to engage in a conversation.
2. Students use sentence starters as a support during the conversation.
3. Students combine information together to have a strong basis in backing their opinion.

Interactive Word Wall

Organized collection of words (and sometimes phrases) displayed on a wall or another surface in the classroom. An Interactive Word Wall in a classroom is a powerful instructional tool. Words are noticeable, supported within key words, terms and help Special education students read and write on their own.

Procedure

1. Categorize and Classify: Have students organize terms
2. Compare and Contrast: Have compare and contrast categories
3. Concept Map: Use words on the board create a concept map
4. Conceptual Model: Construct model that shows students using logical thinking.

5. Create Descriptions: Use words to describe perceptions
6. Contextualized Use: Contest students to use words for answers on quizzes and test
7. Label Diagrams: Words on the wall can help with student illustrations.

Examples of when to use the strategy

1. When using words that are not familiar within special education student's vocabulary
2. Inclusion teacher reads along with special education student and has them ask about words that they might not understand and have them write the word down on a separate piece of paper with the definition.
3. Tracing the letters with a finger
4. Words can be paired with pictures, so students can make associations with images and letters.
5. Guessing and matching games

Variations

1. Use options to create a word wall that can be moved around the classroom.
2. Take an individual student or group of students to put together several cards that connect to a model of the terms and explain why they placed the words where they placed them.
3. Hang words from ceiling in alphabetical order

Icon Sentences

Provide means for Special education students to answer questions using certain vocabulary words. This can help to set up a study material guide before an assessment.

Procedure

1. Special Education students have to find a general education student.
2. The teacher hands out signs to the pair of students.
3. A prompt is read
4. The pair of students spread out the cards and observe them
5. The pair of students will answer questions to the prompt by completing a sentence with the icon cards

Examples of when to use the strategy

1. How to construct a sentence by reading prompt and observing the icon cards
2. Use basic sentence structure for special education student after observing the prompt
3. To help special education students understand important context that they read and how to put it in a sentence.

4. Ask questions of what is the importance of the sentence
5. For questions that will be asked during a summative assessment

Variations

1. The teacher will assign pairs of special education and general education students.
2. Icons are changed to support special education students needs within the classroom.
3. Other areas of learning can be incorporated with ideas.