

Additional Strategies and Activities for Basic Tutor Training

Note ~ Tell students why you are doing the activity or playing the game, otherwise they might not take the activity or game seriously and be reluctant to participate.

Listening Activities

Does it Rhyme? (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Emphasize through examples that rhymes concern the ends of words. Have students listen to three words (possibly from a learner-generated story) and identify the one that doesn't belong. For example: hot, pot, pat.

Finger Tap

Add actions to the listening. Hold your learner's hand above the table. Put down a finger for each sound in a word.

cat /c/ /a/ /t/ has three taps

tea /t/ /e/ has two taps

shout /sh/ /ou/ /t/ has three taps

Variations: Place a marker or chip on the table for each sound. You can also do this for syllables.

Following Directions

A simple series of two- or three-step instructions are read and students put representative pictures in order; e.g., "Open the door, take the bowl, close the door".

Hide and Seek (*The ESL Teacher's Book of Lists*)

Present a target sound and groups of three words, one of which contains the target sound in the initial, medial, or final position. Ask students to indicate which word has the target sound.

Imposter/Odd Word Out (*The ESL Teacher's Book of Lists*) (Center for Applied Linguistics)

Have students listen as you say groups of three words, two of which are the same, and one which differs by only one sound. Students show which word is different by holding up a flashcard with the number 1, 2, or 3 on it.

Practice with Phonemes

Phoneme isolation: Recognize individual sounds in words.

Start with isolating initial phonemes. Tell me the first sound in paste. In bed. In fish.

Next, isolate the final sound. Tell me the final sound in bed. In mat. In dog.

Finally, isolate the middle sound. Tell me the sound in the middle of bed. Of dog. Of fish.

Phoneme identity: Recognize the common sound in different words.

Tell me the sound that is the same in bike, boy and bell.

Which word starts with a different sound: big, band, boy, ripe; ten, ton, frog, test?

Which word ends with a different sound: hat, rat, tag; dog, frog, wish?

Are the middle sounds the same in bed/bad? dog/dig? cup/cap?

Phoneme categorization: Recognize the word with the odd sound in a sequence of three or four different words.

Which word does not belong in bus, bun, rug?

Phoneme blending: Listen to a sequence of separately spoken sounds and combine them to form a recognizable word.

What word is /d/ /o/ /g/?

Phoneme segmentation: Break a word into its sounds.

How many sounds are there in ship?

Phoneme deletion: Recognize what word remains when a specified phoneme is removed.

What is smile without the /s/? (s)mile

What sound do you hear in seat but not in eat? In wink but not in ink?

Same or Different? (*The ESL Teacher's Book of Lists*) (Center for Applied Linguistics)

Ask students to listen as you read pairs of words and to indicate whether the words are the same or different. Begin with large differences and work to minimal pairs. Use words that are similar at the beginning of the word, in the middle, and at the end of the word. The learner might hold up cards labeled same or different. Include work with numbers (90, 19; 15, 50). (Examples of minimal pair sets can be found at <https://www.englishclub.com/pronunciation/minimal-pairs.htm>).

Sound Flash (*The ESL Teacher's Book of Lists*)

Ask students to listen carefully to the beginning sound of the word you are about to say, then to listen to the beginning sounds of other words. Have the students hold up either a "yes" or a "no" response flashcard after each word to show whether it has the same beginning sound as the target word. After students can recognize the target sound in the initial position, repeat the activity for the sound in the final and medial position.

Sound Switch (*The ESL Teacher's Book of Lists*)

Ask students to pay attention to the beginning sounds of a series of words that you will read to them. Tell them to raise their hands when they notice that you switched to a word that begins with a different sound. Read at least four words with the same sound before introducing one with a different sound.

Speed Recognition Game (*The ESL Teacher's Book of Lists*)

The object of the game is to hear the target initial sound each time it is used. Say the target sound, then read a list of twenty-five words with the target words randomly interspersed. Students may make hash marks on paper to keep track.

Starts with ... (*The ESL Teacher's Book of Lists*)

Say a word aloud and have students respond with the letter used to spell the initial sound of the word. Repeat the activity for final sounds.

What's It All About? (*The ESL Teacher's Book of Lists*)

Ask students to listen as you read a story. Read a brief passage of about five sentences, then ask students to listen and to pick from four choices the word that best tells the topic of the passage.

Where's the Sound? (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Give each student three paper cups: one for the first sound, one for a middle sound, and one for the final sound. Label the cups appropriately 1, 2, and 3. Say a word, then ask students where one of the sounds in the word occurs. They must drop a bean or penny into the appropriate cup.



Listening and Speaking

Blend the Word (ELL-U)

Say a word from a story and have students say the word back in segments, emphasizing each sound.

Teacher: summer

Learners: /s/ /u/ /m/ /er/

Brainstorm (Literacy Development among Adult English Learners)

Think of and say as many words as you can that start with a specific sound.

Dictate (Listening and Speaking Activities for Adult ESL Learners)

Dictate words, phrases, or sentences for the learner to repeat or write.

Getting the Facts (*The ESL Teacher's Book of Lists*)

Have students listen as you read a passage, then ask them questions about details in the passage. Answers can be multiple choice, yes/no, or short statements.

Information, Please (*The ESL Teacher's Book of Lists*)

Read a passage aloud to the class and have the students ask you questions about the action or information in the passage.

Variation: Have students write questions about the passage.

Rhyme Time (*The ESL Teacher's Book of Lists*)

Have students listen to and repeat pairs of rhyming words, then have students suggest additional words that rhyme with the original pair.

Sentence Combining

Model two statements and have the student combine them into one sentence.

I have a dog. I have a cat. I have a dog and a cat.

Variation: Do this as a writing exercise.

Sound Chain (ELL-U)

Choose a word from a story and say it aloud. Students listen for the final sound of that word and say a word that begins with that sound. Continue listening for the final sound and stating a word that starts with that sound.

Word/Phrase Chain

Provide a model statement and have the student add to the statement. Take turns adding to the statement: I went to the store to buy a dozen eggs. I went to the store to buy a dozen eggs and a quart of milk...

Vocabulary

How Many Things

Set a short time limit and ask the student to think of things in a certain category. This could easily be adapted to the vocabulary that a student wants to learn, such as work related, food/shopping related, family/school related.

*How many things can you think of that are
bigger than a plane?
long and thin?
in a classroom?
in the dairy case at the grocery store?*

Want Ads (*The ESL Teacher's Book of Lists*)

Introduce job-related vocabulary by presenting job titles with job descriptions and lists of qualifications as they would appear in an ad.

Wanted: Auto mechanic to tune engines, change oil, change filters, and fix flat tires. Must know how to use a jack, socket wrench, gauges, and other tools.

Word Maps (*The ESL Teacher's Book of Lists*)

Introduce sets of related vocabulary, defining each word as you present it. Discuss the relationships of the words and create concept maps with students to show the relationships by placement and connecting lines.

Reading Activities: Decoding

Phonics Strategy

- Enable learners to decode unfamiliar words by using knowledge of the letter-sound relationship.
- Use letter tiles to help learners match letter sounds to letters. Many say it is best to start with the letters in order and use the short vowel sound for each vowel. Others say to start with letters in words familiar to the learner, such as the letters in his/her name. Choose a letter tile. Say the name of the letter and then its sound. Make sure that you are only pronouncing the sound of the letter and not adding any vowel sound to it. /t/ not /tuh/
- The learner should repeat what you say. Help with correct pronunciation of the letter sounds.
- Point to a letter and have the student say the sound.
- Say the sound of a letter and have the student point to it.

- Choose 2 or 3 words that begin with the same consonant and sound. Have the learners write the words on a piece of paper and underline the first consonant. Ask them to say the letter. Teach it if necessary.
- Ask for examples of other words that have the same initial sound or write a few more on the list.
- Have the learners practice identifying the same initial sound in other words that they know.
- Try connecting the letter sound to a picture or keyword. /c/ could be connected to a picture of a car.
- Use the same technique to teach consonant blends (/bl/, /tr/, /st/) and digraphs (/ch/, /ck/, /sh/).
- After the learners can identify consonant sounds at the beginning of words, repeat the process to teach consonant sounds at the end and then in the middle of words.



Body/Coda Blending

Learners use parts of words they already know to identify unfamiliar words by word patterns. The body is the beginning sound and the codas are added. This is considered easier to master than onset/rime blending.

sa: sat sad sap Sam be: bet bed bend

Circle the Word in the Text (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Have students circle a certain word every time it is repeated in a story.

Choose the Word You Hear (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Create a worksheet that lists words from a story along with other words. Students circle the word that is read.

Compound Words (adapted from *Teaching Adults: A Literacy Resource Book*)

Select five or six compound words that are made up of words the learner can already read. Put the first half on one card and the second half on a different card for each compound word. You might put the first half in one color and the second half in a different color. Ask the learner to match the words, read the new word, and give a possible meaning or use it in a sentence.

Variation: Write the first words in one column and the second words in a second column. Have the learner draw a line to match the correct halves.

Dictation (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Connect oral and written language by having students try to write the sounds or words you (or fellow students) call out. Encourage new readers to write only the first sound they hear or the final sound, and later, the entire word if possible. Encourage "inventive" spelling.

Flash Cards (Brigham Young University) (7 ways to use flashcards in English language teaching)

Make flash cards to practice sight words.

Choose words based on importance to learner (example: words on an employment application, grocery store words); 300 most used words; direction words; student's name, names of family members, address; signs/symbols: stop, go, enter, exit.

Flash the cards quickly in front of students. The students name what is pictured on the card, or read the word that is pictured on the card.

Variations: Increase the speed in later trials. Add more cards.

With one student, track the time to identify all the cards.

With one student, track the number of cards that are identified immediately.

Do as a competition. The first student to say the name gets the card.

Quizlet, <https://quizlet.com/>, is one source of online flashcards (to print or practice online).

Find the Card (7 ways to use flashcards in English language teaching)

Take about twenty cards with recently learned vocabulary, either images or words. Spread them around the table or classroom. One student names a card he/she sees. The other students try to find that cards. The student with the most cards at the end wins.

Match with Word (7 ways to use flashcards in English language teaching)

Have cards with pictures, and cards with words to match the pictures. Students find the matches.

Concentration / Memory

This game is normally played by two students. Have five to ten pairs of cards with words the students know but are practicing. Mix the cards, then place them face down in a grid pattern. The first student turns over two cards. If they match, the student keeps the cards. If they do not match they are returned to face down, in the same positions. The second student turns over one card, and tries to find the match. Play continues until all the cards are matched.

Variations: Have half the cards with pictures, and the other cards with words to match.

Have half the cards with words, and the other cards with definitions, synonyms, antonyms, present tense and past tense verbs, singular and plural.

For one student, track how long it takes the student to make all the matches, by time or by number of turns.

Flyswatter Game (ELL-U Teaching Adult ELLs Who Are Emergent Readers) (Center for Applied Linguistics)

Prepare cards of twelve vocabulary words; for variation print the words in different colors and/or fonts. Tape each card (with a word or phrase from the story) on the wall or board and have two learners sit in front of the board, each with a flyswatter. As the teacher or a fellow student calls out a word (or the definition of the word), the two learners race to hit it first.

If doing this in a classroom, divide the students into two groups, each with a representative at the board. Group members call out directions, such as to your right or higher.

Four Letter Words (<http://iteslj.org/games/9928.html>)

Choose a four letter word and take turns generating new words from the first word by changing one letter:

time – dime – dome – come – came

You can decide that the same letter cannot be changed two turns in a row. For instance, you could not play:

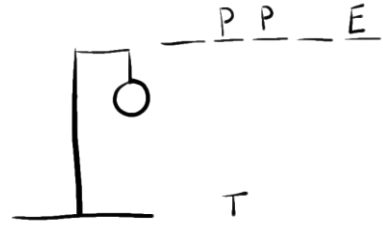
time – dime – lime – mime

Hangman/Wheel of Fortune

One player chooses a word or phrase and draws a line for each letter. The other player guesses what the word might be, a letter at a time. The player who chose the word puts the letter called on the correct space(s).

For lower level learners, give a hint by drawing a box in the shape of each letter, such as a tall thin box for the letter l, or a shorter square for a vowel.

Use to practice vocabulary words, idioms, cultural ideas, movie or book titles.



Initial Consonant Sounds

Work with words the learner already knows. An approximate order to work on initial sounds is m, s, r, t, n, l, d, f, k. Example: Write the letter m on the board, state its name, exaggerate its sound, and say several words that begin with m. Then say two words, one of which starts with m, and ask the learner to tell which word starts with m. Introduce one sound at a time, and eventually mix them up.

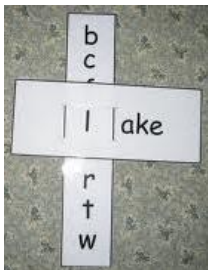
Large Cards (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

- Put a letter or letter combinations on large cards, hand one to each student, and have students “spell out” words at the front of the room.
- Teacher: D-R-I-N-K, now D and R sit down, S come up. What word do we have now? (sink) Now I sit down, A come up. What now? (sank)
- Point out similarities and differences among the words and have students physically blend cards together in front of the room to demonstrate the combining of sounds.

Letter Tiles (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Put a handful of letter tiles on each table. Call out words the learners must spell with their tiles.

Make Word Patterns Hands-On: Make a Card Slide (*Teaching Adults: An ESL Resource Book*)



- Fold an index card and cut a window in one side. Write the word ending next to the window.
- On a separate card held vertically, write the beginning letters so that they can be seen through the window.
- Pull the vertical card through the folded card and read each word as it appears.

For variations, visit <http://www.abcteach.com/directory/teaching-extras-word-slides-1936-2-1> for suggestions to copy or print.

Matching Letters (Brigham Young University)

Write a letter on the left side of the paper, leave a space, then write several more letters, including a few examples of the same letter. Ask the learner to say each letter (or its sound), and circle the letters that are the same as the letter on the left.

a c f a b g d c a

Matching Letters (Brigham Young University)

Make a column of about five letters. Next to it make a column of the same letters in a different order.

Point to the first letter in the first column with your left hand. With your right hand point to the first letter in the second column.

Ask the learner if it is the same letter. Continue with your left hand on the same letter in the first column, moving your right hand down one at a time, asking if it is the same, until the learner identifies the match.

Continue with the next letter in the first column. Have the learner say each letter as you point to it.

Nine-patch (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Each student receives a piece of paper that has been marked to create 9 squares (3 X 3) with a word to be practiced in each square.

As the teacher calls out a word from a story, the learner must find the slip of paper with that word and place it on the grid.

More advanced students can write the words on the grid themselves.



Odd Word Out (Listening and Speaking Activities for Adult ESL Learners) (Center for Applied Linguistics)

Create a worksheet with six to eight rows of words, three or four words per row. Two (or three) words in the row are related to a context; one word is unrelated. (interest, fear, dread, trepidation)

Learner chooses the word that does not belong and describes why the two (or three) words are related and the odd word is not related.

Variation: Write the words on index cards. Place three related words and one unrelated word in a row for the learner to remove the odd word.

Phonics Bingo (adapted from *Teaching Adults: A Literacy Resource Book*)

Create a Bingo chart (5 x 5 or start smaller) for each player (student and tutor). Write a letter (or consonant blend) in each space, with a "free" space in the center (or provide a list and let the learner choose in which space to write each one). Select a word that starts with each letter (or blend), write each word on a card, and turn the cards face down in a pile. Ask the learner to choose a card, read the word aloud, then give the sound of the letter (or blend). Cover that space on the card. The person who first covers five in a row wins and becomes the caller for the next game.

Variation: Adapt for the phonics element the learner needs to practice.

br	tw	bl	sw	st
sn	sl	fl	gl	pr
fr	dr	free	chr	gl
squ	cl	fr	pr	tr
sm	gr	tw	fl	br

Onset/Rime Blending

Learners use parts of words they already know to identify unfamiliar words by word patterns. The onsets are the beginning consonant sounds and the rimes are the ends of words.

ack: back sack tack at: bat sat rat

Puzzles

Build a word search for your vocabulary lists at DiscoveryEducation's Puzzlemaker page at <http://www.discoveryeducation.com/free-puzzlemaker/>.

Find pictures to illustrate the words (Google images is a good source).

Reading from Writing (Literacy Development among Adult English Learners)

Learners circle words that start with a certain letter. (Use a language experience approach story.)

Same or Different? (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

Make paper strips that contain 2 similar words or the same words.

Students turn over a strip very quickly and determine whether the two words are the same or different. Then they turn the paper over again to check if they are correct.

For beginners, have them look at the words slowly to decide and read the words aloud.

Show Me the Card (Literacy Development among Adult English Learners)

Pick a few initial consonants and give the learner flashcards with these letters.

Say a word. The learner holds up the card with the correct initial consonant.

You might work with a theme: b, g, s, f with words family, brother, sister, grandfather.

Sight Word Strategy

This strategy enables readers to learn some words on sight, thus speeding up the process of reading. Some words are seen more often than others or are essential to survival. Some words are not phonetically spelled. Teach these words as sight words.

- Choose up to 5 new words to teach to your learner. Write the word on paper and pronounce it.
- Use pictures, props, gestures, or whatever is necessary to explain the meaning of the word, if applicable.
- Have the student repeat your pronunciation; review words frequently.

Sorts

Put ten to twenty words on strips of paper or cards. The words might be related by category or simply be words the learner knows.

For a closed sort, tell the learner how to sort the words. For an open sort, ask the learner to sort them by a method of his/her choice, then explain the reasoning to you. The sorts might be by category, first letter/sound, soft/hard c, vowel sound, number of syllables, tense, etc.

Variation: Provide words from a story/passage before reading it, ask the learner to sort the words, then predict what the story/passage will describe.

(Another) Sort (*The ESL Teacher's Book of Lists*)

Select twenty vocabulary words from a single group and four appropriate descriptive categories. Create a chart using the categories for column headings and the vocabulary words for rows. Ask students to put a check in each category that describes the vocabulary words.

Example

<i>Vocabulary</i>	<i>Categories</i>			
	male	female	older	younger
father	+		+	
girl		+		+
child				+
grandmother		+	+	

Sound Grids (Literacy Development among Adult English Learners)

Give the learner a grid with six to nine large type letters. Say a letter; the learner places a bean on that letter. Say a sound; the learner places a bean on the letter that represents that sound.

Using Printed Text and a Word Wall (ELL-U)

Use printed text and a word wall to review English vowel sounds.

Keep a personal word wall in an open manila file folder with the words on sticky notes so that they can be moved and sorted for different purposes.

Vocabulary Games

Keep track of time to identify the words correctly or number identified correctly.

Print two cards of each of several words (or single letters or blends); have the student find the matches.

Print two cards of each of several words, one with the word and one with a picture; have the student find the matches.

Print two cards of each of several words, one with the word and one with the definition; have the student find the matches.

Print several pairs of a letter and the picture of a word that starts with that letter. Have the student find the matches.

Print the lower case and upper case of several letters. Have the student find the matches.

With pairs of several words, play Concentration/Memory, Go Fish, or Old Maid.

Tips:

With any of these exercises encourage the student to say the words as he/she matches them.

Match words and definitions of a theme (emotions, synonyms, opposites, etc.).

Vocabulary Journal (Listening and Speaking Activities for Adult ESL Learners) (Center for Applied Linguistics)

Use a spiral notebook or 3-ring binder.

Prepare a page for key words being learned. Entries include: word, definition, a sentence using the word in context, multiple forms of the word (noun plurals or verb tense forms), idiomatic phrases using the word, related words in the family (verb, noun, adjective, adverb), an illustration depicting the word, synonyms or antonyms.

Word Patterns (adapted from *Teaching Adults A Literacy Resource Book*)

Select word endings to practice. Ask the learner to write each ending on a separate card.

Select consonants, digraphs, and/or consonant blends you want to practice. Ask the learner to write each on a separate card.

Ask the learner to place a consonant card in front of a word pattern card and read the new word.

Most ESL beginner texts have lists of patterns.

To include writing, write the pattern at the top of a page and have the learner write more words for the pattern. Have the learner read the words as he/she forms or writes them.

Variation: Use letter tiles to form the pattern. Provide additional letter tiles to move into the pattern and say the new word formed.

Word Patterns (Variation): Using Words You Know (*Phonics They Use* by P. Cunningham, 2005.)

Pick three or four words that the student can read or spell and that have many rhyming words that are spelled the same way. It can be fun to use brand name products in this activity: Cool Whip, Bold, Shout, Cheer, Kit Kat, Gold Fish, Kool Aid, Pop Corn, Taco Bell, Burger King, Pizza Hut.

Write the words on a piece of paper or on the board. ice cream cool whip

Show the rhyming words on cards and have the students place the card or write the words under the sample word. Then have the student say the known word and the rhyming word.

Say a rhyming word, then have the student say the word and write it under the sample word.

Progress to longer, multi-syllable words. sacrifice; mainstream; preschool; spaceship

Word Pyramid

Give the student a letter (use a vowel). The student must keep adding one letter at a time to make a new word.

i
it
pit
spit
spite
sprite

Reading Activities: Fluency

Pauses

Speak slowly and exaggerate the spaces between phrases.

Practice Syllables

Read lists of words that follow the same pattern rather than trying to remember the rules.

Syllable types:

C - closed = hap py

L - _le = lit tle

O - open = pa per

V - vowel teams = con geal

E - Vce = ig nore

R - r controlled = con sort

Rhythm

Recite poetry that follows a pattern/rhythm.

Model the word/sentence, then have the learner repeat what you say.

Suggest the learner listen to audio recordings, television, or radio to hear the rhythms of normal speech patterns.

Stress

Have the learner repeat a list of words that follow the same pattern.

Tracking

Insert dots between units of thought. Swing a pencil from dot to dot as you read.

Last night . the divers . were practicing . in the cove.

Progress to longer sentences and paragraphs; progress to longer phrases between dots.

Reading Activities: Comprehension

Adapt the Task

An emergent reader can show comprehension by retelling orally or selecting pictures that relate to the main point of the story and progress to writing about the story.

Determine Readability

There are several websites where you can type or paste text to check its reading level. You can also check a passage in Microsoft Word (highlight it, click on Spelling and Grammar under Review). To students, suggest the five finger rule. As they read, put down a finger each time they encounter a word they don't know. If they put down five fingers before the end of the page, it probably is too difficult for easy reading.

Discuss the Story

Invite opinions, experiences, and interpretations from all students, regardless of literacy level. Students can react to texts in individual ways that use their current skills and backgrounds.

Model comprehension across a range of text types

Model how to engage with text (e.g., "I'm going to look at the pictures to see what this is about"), monitor comprehension (e.g., "Wait, I didn't understand that - I'm going to re-read this sentence"), and use background knowledge (e.g., "This story reminds me of one I like to tell my kids").

Order a Paragraph

Cut a paragraph into sentence strips and have the learner put the sentences in order.

Order the Story

Write a few short sentences that describe a longer story, with each idea or sentence on a separate card. The learner puts the cards in order to describe the story. For lower level learners you might try using pictures.

Pictures (Literacy Development among Adult English Learners)

Use a sequence of pictures to tell a story, such as going to a doctor's appointment. Go through the pictures one by one, asking questions such as "What is she doing?", "Where do you think he is?", "What is the problem?", and "What do you think is happening?"

Use Graphic Organizers to Increase Comprehension

What I know	What I want to know	What I learned

Try a concept map or web. For suggestions for graphic organizers visit

<http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension> or <https://www.eduplace.com/graphicorganizer/>.

Writing Basics

To encourage writing practice, use the previous speaking, listening, and reading activities, but have the student write responses that were previously just spoken or arranged with manipulatives.

Writing Activities

Holding a Pencil

Show the student how to hold a pencil.

See information and more pictures at

<http://www.drawyourworld.com/blog/hold-the-pencil.html>.

Writing the Letters of the Alphabet

Introduce one letter at a time, about five letters to a lesson.

Show a printed demonstration sheet (in most beginning workbooks or see <http://theenglishalphabet.com/alphabet-letter-tracing-guide-worksheet/> or other descriptions).

First have the student make the letter in large motions in the air with the whole arm, then move to writing the letter on paper.

Dot the letter for the student if he/she has trouble, and have the student trace the dots.



Adjective/Adverb Game

Provide a sentence with the adverb or adjective blank: *The girl next door is/speaks ____.*

The student thinks of an adjective or adverb for every letter of the alphabet.

The girl next door is attractive, bad, clever, etc.

The girl next door speaks angrily, boldly, etc.

Variation: Provide the sentence with the noun or verb blank.

Crazy Stories

Give the student three completely unrelated pictures and ask him/her to make up a story that uses the information from all three pictures. For higher level students, try giving each person a picture, then have him/her make up a run-on story where each student adds a new part to the story, based on the pictures.

Create Comics (Adapted from Make Beliefs Comix, <http://www.makebeliefscomix.com/>)

This site allows students to select cartoon characters to represent themselves and fill in the blanks/thought balloons with their story ideas.

Creative Techniques Applications for Writing

The following are creative reasons that may motivate learners to write.

- Advice column
- Autobiography of a meaningful event
- Bedtime story
- Description or advertisement of a neighborhood, workplace, etc.
- Dialogue
- Directions Humorous exaggeration
- A dream or goal
- Free write
- Journal
- Language experience story
- Letter to the editor
- Newspaper article about a current event
- Paraphrase
- Weather forecast

Expanding Sentences (adapted from Center for Applied Linguistics)

Write a simple sentence. (Jose is happy.)

Take turns adding a word, phrase, or clause to the sentence, repeating the whole sentence. (Jose is happy today. Jose is happy today because his sister is visiting.)

Fill in the Missing Letters (ELL-U Teaching Adult ELLs Who Are Emergent Readers)

To review the vocabulary words for a unit, give students a list of words that have one or more letters missing (try to choose ones with easily heard sounds). Have students write the missing letters (without dictation).

su__ __y

su__ __er

__ __irt

Headlines (*The ESL Teacher's Book of Lists*)

Have students rewrite newspaper headlines into complete, correct sentences.

How Do I Get There? (*The ESL Teacher's Book of Lists*)

Have students write directions from home to school, favorite stores, restaurants, parks, etc. Stress directional vocabulary, sequence, and proper names.

Keep a Dialog Journal (Assembling an ESL Teaching Toolbox)

http://www.proliteracyednet.org/downloads/138tt_esltoolbox.pdf

This is a written conversation between you and the learner. Students respond to a simple prompt or question written by you.

Journals are not generally corrected; correct language should be modeled in your responses.

Persistent errors can be noted and addressed in separate lessons.

May I? (*The ESL Teacher's Book of Lists*)

Collect addresses of government agencies, businesses, and other groups that offer free information booklets or samples. Have students write letters asking for an item they would like to receive. Teach letter format and address components.

Mix-Up (*The ESL Teacher's Book of Lists*)

Give students several pairs of mixed-up sentences and have them repair and rewrite them. The errors should belong to the same part of speech.

News Flash (*The ESL Teacher's Book of Lists*)

Have students write a news flash when a special or unusual event occurs. The event could be personal, local, national, or global. This could be a language experience approach exercise.

Real Life Applications for Writing

The following are real life reasons for which adult learners may be motivated to write.

- Complete a medical form.
- Create a personal dictionary of words to remember.
- Fill out an application, for example, for a job or volunteer position.
- Leave a note for someone.
- Make a grocery list.
- Request information.
- Write appointments or birthdays on a calendar.
- Write checks, pay bills.
- Write entries in an address book.
- Write a letter to a teacher, friend, or relative.
- Write a telephone message.
- Write words on flash cards to learn as sight words.

Scaffolding

Offer word lists and sentence stems and model statements.

My name is Colleen.

I am from State College, Pennsylvania.

I like chocolate but I do not like broccoli.

Sentence Unscrambling

Write the individual words of a sentence on cards or strips of paper, adding lots of related words that might be used to expand the sentence. You might start with a sentence from a learner-generated story. Give the cards for the basic sentence to the learner to rearrange into a sentence. (I buy apples.)

For beginners, say the sentence as the learner looks for the words. Ask questions to encourage the learner to write a longer and longer sentence. What color are the apples? Where did you buy them? What else did you buy?

Practice with pronouns by substituting the correct pronoun for a noun. Practice with different verb tenses by asking a question and substituting a different verb tense.

Have the student write the final complete sentence.

Three-line Stories (from Better Teaching Elementary Edition Newsletter. Source: Susan M. Glazer, "Story Prompts," Teaching K-8, February 2004).

To help learners start producing text, give them a structured framework and gentle verbal prompts.

For the framework, tell students to write a story in three lines. The first line identifies the main character and setting. The second tells of a problem. The third gives a solution.

A student's story might read:

A mouse (character) was in the house (setting).

The mouse was being chased by a cat (problem).

The mouse escaped through a hole (solution).

Now use conversation prompts to help expand the text. Have a student read the new story aloud to you. As appropriate, interject words like "and", "so," "but," or "because." When the student reads "A mouse was in the house," prompt with "because...". Ask, "How do you know that?" or "Why?".

Have the students add the response to the story.

Vocabulary ABC Game

Give the students an ABC sheet and have them write a word for each letter of the alphabet in a particular category such as fruit, vegetables, animals, countries, things you can buy at Walmart, etc.

Try it from memory first, then try to find suitable words in a dictionary.

Variation: Give the students several categories, such as a piece of clothing, an animal, a country, a type of food, a color. Then give a letter and have the students find something in that category starting with the letter.

Variation: Provide a sentence (The ____ is outside.). The student must provide a word that fits the sentence for each letter of the alphabet.

Integrated Activities

Altered Texts and Broadcasts (Center for Applied Linguistics)

Locate or write a short, appropriate text that is pertinent to the life skill topic or subject matter being studied. Make copies of the original text for the learners.

On the teacher's copy, replace certain words or phrases with synonyms (explained/said; over/above) or similar words (Sunday/Monday; coworker/neighbor). Read the altered text aloud so that learners get the general idea. Then give learners the original text. Read the altered text aloud while learners read the original text and circle the altered words or phrases. Read the altered text a third time for learners to write the alterations.

CLOZE Activities

A CLOZE activity is basically a fill-in-the-blank worksheet. Use a CLOZE activity to:

- Review vocabulary in context after it has been taught.
- Check comprehension of text that was read.
- Practice inserting a particular part of speech (pronouns, prepositions).

CLOZE Dictation (Center for Applied Linguistics)

Locate or write level-appropriate text that is pertinent to the life skill topic or subject matter being studied. White out certain words, either randomly or intentionally chosen (key content words, words often misheard, verb endings).

Read aloud the entire text so the learner gets the general idea.

Distribute the CLOZE worksheet.

Read aloud a second time so the learner can fill in the whited out words.

Examine Junk Mail

Bring pieces of junk mail. Ask questions of the learner: "What service is being advertised?", "Would you use this service?", "Where is the store/business located?"

Examine Labels

Bring several different garments to the session and review clothing and laundry vocabulary. Ask questions of the learners: "Does the sweater need to be dry cleaned?", "Can the jeans be put in the dryer?", "What temperature water should you use to wash the blue shirt?"

Bring several foods and/or food containers to the session. Ask questions of the learners: "How long do you cook the noodles?", "How many servings are in the package?", "How large is a serving?"

Following Directions

Incorporate vocabulary into instructions.

Write the date in the upper right hand corner of the page.

Write your name on the left hand side of the page.

Draw a box. Inside the box write your child's name.

Incorporate Technology

Make use of keyboarding to make flash cards, word cards to sort, typing language experience stories, etc. Encourage students to visit sites that recite a story as they read. Use sites that write questions of varying levels of difficulty for samples of text.

Initial Consonant Dictation (Literacy Development among Adult English Learners)

Provide a list of words with the initial consonant missing. Learners fill in the initial consonant as you say the word. "We are going to practice listening for /f/ or /b/. brother. Do you hear /f/ or /b/?"

Just the Facts (Listening and Speaking Activities for Adult ESL Learners) (Center for Applied Linguistics)

Find appropriate text from a newspaper or source book. Prepare a fact sheet of five to ten questions that can be answered from listening to the text as the tutor reads it.

Read the article, give the student the questions, then read the article again.

Read the article again for the student to check answers.

Variation: Provide multiple choice choices for each question, with similar sounding words.

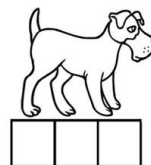
Learner-Generated Texts

The Language Experience Approach (LEA) is one approach to creating learner-generated texts. As students create a story based on a common experience, the teacher writes it down. Students practice reading the written story. The words in the story become the focus during the bottom-up instruction segment of the class.

Make a Chart

Combine listening, speaking, and reading practice with phonemes in chart form.

Consonant	Vowel	Consonant	=	Word



Variation: Make a chart for phoneme segmentation or phoneme deletion. (Elkonin Boxes, http://bogglesworlde.sl.com/elkonin_boxes.htm.)

Maps and Grids (Center for Applied Linguistics)

Maps: Provide learners with an appropriate illustration of a town, shopping center, or building floor plan, with a few of the locations marked. Read a story that identifies the locations of other buildings, stores, or rooms. Read again and/or allow students to ask questions. Read again to check answers.

Grids: Create a grid with rows and columns. Label the columns and the rows. For example, if the topic is travel plans, the rows might be the names of three travelers and the columns could be destination, departure date, hotel name, and length of stay. Write a story that includes all of the information needed to complete the grid. Read the story, then hand out the grid and read the story again for learners to complete the grid. Read the story again for learners to check their answers.

News Report (*The ESL Teacher's Book of Lists*)

Read a narrative passage that describes an event. Tell students to listen and complete a sheet or graphic organizer with the who, what, where, when, why, and how of the story.

Part of Speech Practice

Copy an article of interest, for example sports, travel, or food. White out the part of speech you are studying (example all prepositions).

Read aloud the entire article to the student. Then read the article again, omitting the prepositions and have the student supply them.

If you are working with a beginning student, have a list of prepositions available. Have the student write in the correct words. You can do this with nouns, verbs, adjectives, or other grammatical forms.

Variation: Work from a Mad Libs book, or an online equivalent (try Wacky Web Tales, <http://www.eduplace.com/tales/> or Mad Glibs, <http://www.madglibs.com/>).

Picture Story Sequence (Center for Applied Linguistics)

Locate or create a picture story of six to ten pictures that is pertinent to the life skill topic or subject matter being studied. The pictures are typically 2" x 2" so they can be laid out on an 8 ½" x 11" piece of paper.

Prepare a written story about the sequence, using level-appropriate vocabulary and sentences. Read the story so the learner gets the general idea. Read the story again.

The learner puts the pictures in order to represent the story. Read the story a third time so the learner can check his sequence.

Possessive Adjectives (adapted from Center for Applied Linguistics)

Practice possessive adjectives. Tell a story about something you did. Have the learner retell the story using pronouns and possessive adjectives. (I washed my car. She washed her car.) Take turns.

Variation: Tell the story depicted by a picture, using pronouns and possessive adjectives.

Spelling/Dictation (adapted from Center for Applied Linguistics)

Students listen to and repeat vocabulary related to a theme, then practice writing the words down as they are individually spelled orally. Finally, they practice writing whole words as a part of sentence dictation. Repeat as often as necessary.

Take a Walk

Walk outside following a map. Say hello to people you pass.

Give directions to the student and have the student give directions to you.

Practice having the student ask you how to get somewhere.

Using Letters and Sounds to Segment Words

Word	Beginning Letter Sound	Middle Letter Sound	Final Letter Sound		How many letters?	How many sounds?

Visual Arts (Using Cultural Artifacts to Teach ESL)

Instructors use visual art in many ways in the classroom. Photographs and pictures prompt writing lessons or discussions. Students draw their own pictures to represent emotions or to respond to a reading. Art hung in a room creates a welcoming atmosphere.

As with language and music, you and your student(s) can bring in traditional and contemporary art from your communities. Discussion and work can focus on the form of the art object; the symbols used; the stories, times and places represented; and how the artwork expresses or captures cultural values. Addressing the cultural aspects of visual arts allows students to reflect on their own relationship to art and to see how they participate in various cultures (e.g., ethnic, age, taste).

Word Groupings

Create a set of cards with words related to three or four topics you've covered, for example, pronouns, simple nouns, places relevant to the student, 'to be' and other simple verbs. Have the students:

Sort the cards.

Create sentences using some of the words.

Dictate sentences to you.

Write the sentences.

Odd One Out (No-prep warm up activities)

Give the students a couple of examples to guess, then get students to come up with their own ideas. Some examples: (there can be more than one correct answer)

apple, peach, banana, tomato – a banana doesn't have seeds

strawberry, branch, bowling ball, boat, iceberg – bowling balls don't float

window, river, envelope, client, oregano – client doesn't begin and end with the same letter

comb, champagne, knife, plum – the word plum doesn't contain any silent letters

Resources

Online Courses

Brigham Young University: online course; information no longer available online.

ELL-U Teaching Adult ELLs Who Are Emergent Readers, LINCS

<http://lincs.ed.gov/programs/ell-u/online-courses>

Using Cultural Artifacts to Teach ESL ProLiteracy Education Network

<http://www.proliteracyednet.org/>

Online Resources

7 ways to use flashcards in English language teaching

<http://teachers.onlineenglishexpert.com/7-ways-to-use-flashcards-in-english-language-teaching/>

188 Free online Mad Libs™, <http://www.madglibs.com/>

abcteach, Word Slides, http://abcteach.com/directory/teaching_extras/word_slides/

Assembling an ESL Teaching Toolbox

http://www.proliteracyednet.org/downloads/138tt_esltoolbox.pdf

Better Teaching Elementary Edition Newsletter (link no longer active), Source: Susan M. Glazer, "Story Prompts," Teaching K-8, February 2004.

CAL Center for Applied Linguistics, <http://www.cal.org/>

DiscoveryEducation's Puzzlemaker, <http://puzzlemaker.discoveryeducation.com/>

Draw Your World, Hold the Pencil

<http://www.drawyourworld.com/blog/hold-the-pencil.html>

Education Place, Wacky Web Tales, <http://www.eduplace.com/tales/>

Elkonin Boxes, http://bogglesworldesl.com/elkonin_boxes.htm

The English Alphabet, Alphabet Letter Tracing Guide Worksheet

<http://theenglishalphabet.com/2011/12/alphabet-letter-tracing-guide-worksheet/>

English Club, Minimal Pairs, <https://www.englishclub.com/pronunciation/minimal-pairs.htm>

Graphic Organizers, Houghton Mifflin Harcourt Education Place

<https://www.eduplace.com/graphicorganizer/>

Graphic Organizers for Reading Comprehension

<http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>

The Internet TESL Journal for Teachers of English as a Second Language, <http://iteslj.org/>

Crossword Puzzles for ESL Students, <http://iteslj.org/cw/>

Four-Letter Games, <http://iteslj.org/games/9928.html>

Games & Activities for the ESL/EFL Classroom, <http://iteslj.org/games/>

Listening and Speaking Activities for Adult ESL Learners

<http://www.cal.org/adultspeak/pdfs/instructional-activity-packet.pdf>, Jane C. Miller, Colorado Department of Education, Adult Education & Family Literacy, Regional Assessment Trainings, 2010.

Make Beliefs Comix, <http://www.makebeliefscomix.com/>

Print Resources

Cunningham, Patricia. *Phonics They Use*. Pearson, 2005.

Kress, Jacqueline E. *The ESL Teacher's Book of Lists*. Jossey-Bass, 2008.

ProLiteracy America. *Teaching Adults: An ESL Resource Book*. Syracuse, NY: New Readers Press, 1996.