

# PRACTICAL ROUTINES THAT RECYCLE LANGUAGE IN ADULT ESL TEACHING

PAACE 2022

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# A WARM WELCOME! WHO IS WITH US TODAY?

What level(s) do you teach?

- Beginning Literacy
- Beginning
- Intermediate
- Advanced
- ABE
- Multilevel
- Other?



# TODAY'S AGENDA

- Welcome & Introductions
- Workshop Goals
- Reflection & Discussion: Balancing Listening, Speaking, Reading & Writing
- Practical Instructional Routines
  - For beginners
  - For higher level
- Setting a personal goal
- Wrap-up & Questions



# WORKSHOP GOALS: YOU WILL BE ABLE TO ...



- **Reflect** on your current practice
- **Explain** how routines that balance listening, speaking, reading and writing support language development
- **Develop** teaching routines that recycle language in meaningful ways
- **Set a personal goal** to try a new instructional routine

# THINK-PAIR-SHARE



*Take a moment to reflect and then chat with someone sitting near you. (Remote participants can share in the chat.)*

What does the term **“instructional routine”** mean to you?

# ROUTINES RECYCLE LANGUAGE

grammar

speaking

listening

writing reading

pronunciation

# RECENT SHIFTS IN PRACTICE



## For ABE/HSE Teachers

- Attention to the **LANGUAGE** required for critical thinking and for in depth understanding of content

## For ESL Teachers

- Equal emphasis on meaningful **CONTENT** as well as communication skills, reading & writing, and language

## For All Teachers

- Understanding the essential role of **TALK**
- Using more complex materials and going deeper into content
- Structuring many opportunities for students to **DEMONSTRATE THEIR LEARNING** e.g., discussions, presentations, role plays, posters, writing, projects that also **integrate technology!**
- Supporting learners to develop and enhance essential **workforce skills**



Residents of San Juan, Puerto Rico, deal with damages to their homes after Hurricane Maria battered the Caribbean island. Maria slammed into Puerto Rico on September 20, 2017, cutting power on most of the U.S. territory as residents remember the storm in living memory. Photo from Getty Images



**LEAD WARNING**  
Lead Can Poison Your Child



ROUTINES THAT RECYCLE LANGUAGE THROUGH . . .

**Listening**

**Speaking**

**Reading**

**Writing**

# MY ROUTINES WITH BEGINNERS

- Dialogue Journals\*
- Calendar
- Weather
- Fix the Sentences\*
- Conversation Practice\*
  - ✓ using a grid
- Vocabulary Activities\*
  - ✓ with flashcards\*

- Working with Text
  - ✓ Anticipation Guide\*
  - ✓ Dictation\*
  - ✓ Writing\*
  - ✓ Spelling & Phonics
- Exit Ticket\*
  - ✓ Write one thing you learned today.
  - ✓ Write one question you have.

\*Routines also used with more advanced learners

**TEACHING VOCABULARY & MORE** |

# PICTURE FLASHCARDS FOR BEGINNERS

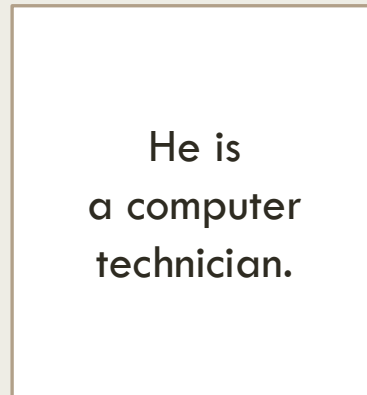


- Teacher led – Students label the photos

With a fresh handout, students cut out the photos and write the label on the back.



Front side



Back side

## FLASHCARD

### ACTIVITIES

- Solo study
- Partner study
- Line drill
- Mingle & Trade
- Match Mine
- Bingo! 😊
- Quizlet

# CONVERSATION GRID

- Create a grid with authentic questions (5-6 questions)
- How do you spell it? Practice pronouncing the alphabet
- Explain each question and practice pronouncing the questions
- Students write their own answers first; encourage complete sentences
- Students interview each other and write their partners' answers
  
- **Options:** Revisit the questions toward the end of the class and have students write the answers; collect papers and provide feedback on the writing; use student mistakes (anonymously) and “fix the sentences” together in the next class



# WORKING WITH TEXT

Low-Level  
Health Theme

## ROUTINES FOR WORKING WITH A BEGINNING-LEVEL TEXT



- Choose a text
  - **Use a picture to assess prior knowledge – “What do you see?”**
  - Anticipation guide
    - ✓ Read & Predict
    - ✓ **Talk**
    - ✓ Listen
    - ✓ Read & Highlight
    - ✓ **Talk**
  - Listen & Repeat
    - ✓ Shadow reading
    - ✓ Pronunciation
  - Buddy Reading
  - Dictation
  - Sequencing
  - Writing
    - ✓ Text-dependent questions
  - ✓ Spelling & Phonics Practice

# WHAT DO YOU SEE?



Source: ESL Literacy Readers from Bow Valley College



# DICTATION

1. \_\_\_\_\_ is Amir.

on Tuesday sick This

2. Amir is \_\_\_\_\_ on Monday.

3. Amir is sick on \_\_\_\_\_.

4. Amir is sick \_\_\_\_\_ Wednesday.

5. Amir \_\_\_\_\_ to the clinic.

goes his doctor asks

6. He sees a \_\_\_\_\_.

7. The doctor \_\_\_\_\_ questions.

8. The doctor takes \_\_\_\_\_ temperature.

# SPELLING: LOOK SAY COVER WRITE CHECK

Choose words from Amir's story for a spelling activity



## SPELLING PRACTICE: CHOOSE WORDS

### TALK TO A PARTNER ABOUT POTENTIAL SPELLING WORDS TO TEACH

1. This is Amir.
2. Amir is sick on Monday.
3. Amir is sick on Tuesday.
4. Amir is sick on Wednesday.
5. Amir goes to the clinic.
6. He sees a doctor.
7. The doctor asks questions.

8. The doctor takes his temperature.
9. The doctor listens to his chest.
10. Amir has the flu.
11. The doctor tells him to rest at home.
12. Amir stays home for one week.
13. Now Amir feels better.

# SPELLING: LOOK SAY COVER WRITE CHECK

1. Look
2. Say
3. Cover (Hide)
4. Write
5. Check

**SPELLING:** LOOK SAY

**1. sick**

# SPELLING: COVER WRITE

1.

**SPELLING:** CHECK (& IF NEEDED, FIX)

**1. sick**

**SPELLING:** LOOK SAY

**2. listen**



**SPELLING:** COVER WRITE

**2.**

**SPELLING:** CHECK (IF NEEDED, FIX)

**2. listen**

# PHONICS

## CHOOSE WORDS WITH A COMMON SOUND OR PATTERN

### WORDS WITH THE SHORT I SOUND

- clinic
- this
- his
- sick
- listen

### WORDS WITH THE LONG E SOUND

- see
- week
- feel

### TEACH A PATTERN

\_ick:

sick, lick tick, pick, Dick, hick, kick,  
nick, Rick, quick, wick

\_ake:

make, bake, stake, lake, cake, fake,  
Jake, rake, sake, wake

# WORKING WITH TEXT

Higher Level  
Health Theme

# WORKING WITH A HIGHER-LEVEL TEXT



- Assess Prior Knowledge
- Pre Teach Vocabulary
  - ✓ Vocabulary Workouts
  - ✓ Flashcards
- Anticipation Guide
  - ✓ Read & Predict
  - ✓ **Talk**
  - ✓ Listen
  - ✓ Read & Highlight
  - ✓ **Talk**

- Close Reading
  - ✓ Re-reading for a Purpose
- Text-dependent Questions
- Writing
- Pronunciation
  - ✓ Stressed Syllables

# LEAD POISONING PAMPHLET



## What causes lead poisoning in children?

Lead dust and chips from paint in older homes are the biggest source of exposure. Keep children away from peeling paint and plaster.

The lead dust can get on children's toys and hands. The lead is swallowed when they put their hands and toys in their mouths. Wash children's hands and toys often to rinse off any lead dust.

Other things around the house can also contain lead, including:

- Soil and water
- Vinyl products
- Toys and jewelry
- Handmade pottery

## For more information

**Washington State Department of Health**  
Childhood Lead Poisoning Prevention  
1-800-909-9898  
[www.doh.wa.gov/ehp/lead](http://www.doh.wa.gov/ehp/lead)

**US Consumer Product Safety Commission**  
Recalls Related to Lead in Toys  
1-800-638-2772  
[www.cpsc.gov/recentrecalls.html](http://www.cpsc.gov/recentrecalls.html)



# VOCABULARY & GRAMMAR

Choose vocabulary and grammar from the lead poisoning text to teach.

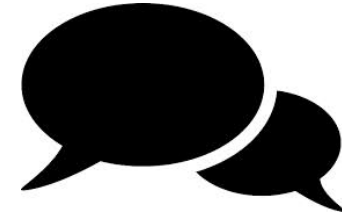


# TOM COBB'S VOCABULARY PROFILER

lead **warning** lead can **poison** your child  
how can lead **hurt** my child even small amounts of lead can  
**hurt** your child if lead gets into your child it could make it hard  
for your child to learn pay **attention** and **behave appropriately**  
what are the **symptoms** of lead **poisoning** most children who  
have lead **poisoning** do not look or act **sick** a blood test is the  
only way to tell if your child has lead **poisoning** talk to your  
child doctor or **nurse** about testing your child and reducing  
**exposure** to lead  
who may be tested children who  
live in or **regularly** visit a home built before number **especially**  
if it is being **remodeled**  
**chew** painted furniture or window **sills**  
put metal or painted **toys** or **jewelry** in their mouths  
what causes lead **poisoning** in children lead **dust** and **chips**  
from paint in older homes are the biggest **source** of **exposure**  
keep children away from **peeling** paint and **plaster** the lead  
**dust** can get on children **toys** and hands the lead is **swallowed**  
when they put their hands and **toys** in their mouths **wash**  
children hands and **toys** often to **rinse** off any lead **dust**



# LEARNERS DISCUSS THE TEXT



**Be prepared to tell your partner something you understood.**

- “I think the author is saying ...”
- “I think this word/sentence/paragraph means ...”

**Be prepared to tell your partner something you did not understand.**

- “I’m not sure what this word means. Are you?”
- “This part is confusing. What do you think the author means?”

**TELL YOUR PARTNER A KEY DETAIL IN THIS PART**

- “A key detail in this part is ...”

**TELL YOUR PARTNER WHAT THIS PART IS MAINLY ABOUT**

- “This paragraph is mainly about ...”

Adapted from Tonya Singer’s comments on <http://blog.colorincolorado.org/2014/01/24/text-dependent-questions-for-ells/>

# A Step-by-Step Approach to Close Reading



**1. Number the paragraphs (or sentences)**

2. During **first** independent reading— read for what you understand and don't understand --Circle unknown words

**3. Teacher circulates to see which words are identified & provide support; students can help each other, too**

4. **Second** reading -- Write question marks in the margin or on sticky notes next to confusing parts

**\*5. Be prepared to tell your partner something you understood. (Teacher can provide sentence starters.)**

(Adapted from – Schoenbach, Greenleaf, & Murphy, 2012, *Reading for Understanding*, p. 106)

## A Step-by-Step Approach to Close Reading



\*6. Be prepared to tell your partner something you did not understand.

7. **Third** reading -- Write your thoughts in the margins: question, predict, make connections, disagree, summarize

8. Be prepared to tell your partner what this sentence or paragraph is mainly about; ask your questions, too.

9. **Read again** to answer [text-dependent] questions

10. Talk together about your answers and where you found evidence for the answers in the text

(Adapted from – Schoenbach, Greenleaf, & Murphy, 2012, *Reading for Understanding*, p. 106)

**REFLECTION: WHAT ROUTINE(S) WOULD YOU LIKE TO TRY IN YOUR CLASSROOM?**



# REVISITING WORKSHOP GOALS:

**Did you ...**

- **Reflect** on your current practice?

**Do you feel prepared to...**

- **Explain** how routines that balance listening, speaking, reading and writing support language development?
- **Develop** teaching routines that recycle language in meaningful ways?
- **Set a personal goal** to try a new routine?



QUESTIONS?



THANK YOU FOR BEING HERE TODAY!

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