Using Lesson Structure and the Language Experience Approach

Strategies to Support Low Level Learners

Presented by Jesse James

Fall 2014 Tutor Institute
Mayor’s Commission on Literacy
Saturday October 25th, 2014
Objectives

By the end of the session, participants will be able to support low level learners by...

- Structuring lessons that gradually increase the amount of independent student work
- Using the Language Experience Approach
- Incorporating appropriate websites
Getting to Know You

- Write a poem using the first letters of your name with adjectives that describe you.
- For example:
  - Joyful
  - Easy-going
  - Sensitive
  - Straight-forward
  - Energetic
- Share your poem with the person next to you.
Who Are Our STUDENTS?

- Please share with the group what population you work with and in what capacity.
What is LOW LEVEL?

• What do we mean when we say ‘low level’ students?

• What causes a student to be ‘low level’?

• What are some barriers these students face in the classroom?

• What are some challenges for us as teachers and tutors when working with low level learners?
Approaches to Teaching Low Level Learners

- **Bottom Up**
  - Phonetic Sounds
  - Patterns and Structures
  - Word Families (e.g., “an,” “en,” “in,” “on,” “un”)
  - Vocabulary

- **Top Down**
  - Poetry
  - Books
  - Reading In Context
Lesson Structure

- PPP Method: Presentation, Practice, Production
  - Work from the “Bottom-Up”
  - Gradually increases level of difficulty and students’ independence
Lesson Structure: Presentation

- **Purpose:** Introduce learning material
- **Interaction:** Tutor – Led
- **Components:**
  - **Hook:** Simple question, picture
  - **Presenting Information:** Pictures, actions, descriptions and examples
  - **Eliciting**
  - **Concept Checking Questions (CCQs)**
Lesson Structure: Practice

- **Purpose:** Allow the student to practice the skill with guided practice
- **Interaction:** Tutor – Student
- **Components:**
  - Drilling
  - Correction
  - Pronunciation
Lesson Structure: Production

- **Purpose**: Students use the skill independently
- **Interaction**: Student – Student
- **Components**:
  - Monitor
  - No correction
  - Real-life context, role-play, or game
Language Experience Approach (LEA)

- Learner-generated materials
- Integrated skills (reading, writing, listening, and speaking)
- Level determined by learner
- Personalized, Communicative, and Creative

We go to the zoo. We got there by train. We went to the Canadian Wild. We saw a mountain goat, a wolf, a fox, a moose, a bear, a deer, and a moose. Next, we went to the athenium.
LEA: Case Study

- Adult Basic Education Literacy Class
- Students proficient in speaking; 1st grade reading level and below

1) Field trip: student chosen and photo documented
2) Discussed and organized photos
3) Students told the story of the trip verbally
4) Story written down by teacher
5) Script of story used as study material for class
LEA: Case Study

We bought tokens. We walked to the Liberty Bell. Then we looked at pictures of the United States history. Next we entered the building. They checked the bags. We learned about the people who fought for our freedom. After that, we took a picture around the Liberty Bell. The bell is old, brown, and has a crack. We were happy. Jesse was tired.
LEA: Case Study

- Activities with text
  - Sentence Order within story
  - Word Order within sentences
  - Word Slap
  - Sound Chain
  - Fill in the Blank
  - Word Families
LEA: Case Study

Word Bank:
Was  around  bell  tokens  who  entered
Liberty  We  Then  that  bags

1) We bought _____________________.
2) We walked to the ____________________ Bell.
3) ______________________ we looked at pictures of the United States History.
4) Next we ______________________ the building.
5) They checked the _____________________.
6) We learned about the people ________________________ fought for our freedom.
7) After ______________________, we took a picture ____________________ the Liberty Bell.
8) The ________________________ is old, brown, and has a crack.
9) ________________________ were happy.
10) Jesse ________________________ tired.
LEA: Case Study

The Liberty Bell
A Story We Wrote
ABE Literacy Class
The Welcoming Center for New Pennsylvanians
Teachers Jesse James and Jennelle Seiden
December 2012
LEA: Case Study

We bought tokens.
LEA: Case Study

We walked to the Liberty Bell. Then we looked at pictures of the United States history.
Next we entered the building. They checked the bags.
LEA: Case Study

We learned about the people who fought for our freedom.
LEA: Case Study

After that, we took a picture around the Liberty Bell.
The bell is old, brown, and has a crack.
LEA: Case Study

We were happy.
Jesse was tired.
LEA: Considerations

- Scope of project
- Goals of students and class
- Teacher-corrected writing
- Other LEA ideas
  - At the pharmacy
  - Your weekend
  - Your family/Your name
  - Anything!
Useful Websites

- http://www.starfall.com/
- http://www.gcflearnfree.org/
- http://litlink.ket.org/
- http://bogglesworldesl.com/phonics.htm
Questions and Thoughts

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