



# Chatter Box

Language Development Resources

Scaffolds

&

Strategies

K-5

BOOK 1

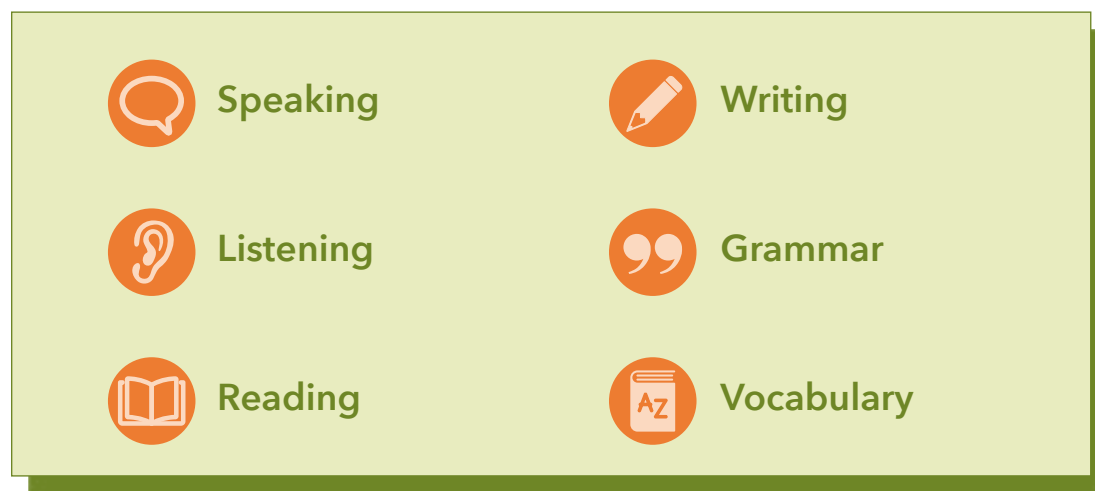
# Encouraging Oral Language Development

Oral language development is the gateway for success in school and in life. Students need to be able to talk to one another and to adults to accomplish a variety of tasks in school. Focusing on oral language development is not just focusing on conversation. It is a principled approach to creating opportunities to use interactive routines common across school settings, including the school office, mathematics and science classrooms, and the community—frequently with a variety of individuals in structured tasks.

Students at the lower levels of proficiency especially need extra structure and support in order to increase their confidence to speak with and in front of others. Ballard & Tighe instructional tools provide extensive opportunities for students to interact with one other and the teacher, practicing new sentence frames and completing tasks to help retention.

It is very important to correct errors by modeling the correct word or sentence frame rather than openly commenting on the student's error. Directly calling out the error can be discouraging and may reduce students' motivation to speak. Have students repeat the corrected sentences as a group, not just the student who made the error. In this way, students do not feel singled out by negative comments or attention.

## Instructional Routines & Strategies



This booklet presents a core group of classroom routines and strategies. Teachers can creatively choose routines to support lessons in ***Frames for Fluency, Hands-On English, Carousel of IDEAS***, or any other instructional program. The benefit of teaching a core group of routines is that when the routines are repeated, students can focus on the content they are learning rather than on learning a new routine, saving time and making learning more efficient. In all cases, model the routines and strategies as many times as students need to provide a foundation for success.



## ROUNDTABLE



In this routine, a group of four students complete a mini-project, with each student doing a different part and then organizing the completed parts onto a piece of poster paper. The purpose is to use different language skills, art, writing, and dialogue collaboratively to practice new sentence structures and vocabulary while completing a small project or task. For example, in groups of four, students can create a pronoun chart or poster. Each person in the group will be assigned a pronoun. Number students from 1-4; 1s = he, 2s = she, 3s = we, 4s = they. In each quadrant of the chart, a student will draw a person or persons and then label the drawing with the pronoun he/she was assigned. If there is time, students can lead a question-and-response activity using the poster and sentence frames, or they can present their poster, with each student describing what is in the quadrant he/she illustrated. This activity can be done in pairs by having each student work on two parts of the poster instead of one.

### Samples from *Hands-On English*



## CONCENTRATION



This is a memory game that can be played with picture and word cards. The goal is for students to match up the words with the pictures or two of the same pictures to make a pair. Provide students with sentence frames to claim the matched pair. To play the game, put all of the cards face down. Then, have a student turn over two of the cards and see if they match. If they do not match, tell the student to remember where the cards are and turn them back over.

The next student turns over two cards and tries to make a match. Continue until all the pairs have been matched. Then, each student counts the number of pairs he/she has to determine the winner. As far as possible, students should be encouraged to label each card that they turn to support oral practice of the vocabulary words being learned.

### Frames For Fluency

Set 1: p. 30 FF#1-2 (label), p. 63  
FF#3 (may / questions)

### Hands-On ENGLISH

TG Book C: p. 44 (describe)

## READERS' THEATER



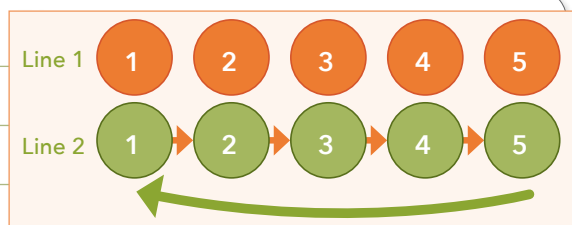
This is a routine in which students act out or retell a story they have learned or made up. Each student acts out one part of the story with a partner or small group of students. For example, students can be characters from a story they read. Review the story. Point out what the characters do. Model a role-play with a puppet, and then have a volunteer repeat the role play with you. Then, pair students up with As playing one role and Bs playing the other role, or form small groups. Number students off to assign characters (i.e., number students from 1-3 if there are three characters and 1s play character 1, 2s play character 2, and 3s play character 3). Have students practice their role-plays while you circulate to help. Close by asking for pairs to volunteer to perform their role-plays.

## LINES OF COMMUNICATION



This is also a group conversational practice routine. Students stand in two lines opposite one another and practice vocabulary, a dialogue, or sentence frames that have just

been taught. Model the routine several times and in subsequent sessions until students understand what to do. Teach students an aural cue to signal when it is time to move up a space. For small classes, use pair work instead, and have students change partners during the activity. For large classes, form two sets of lines, making sure that students have room to move. Follow the directions below the first few times this routine is used.



1. Have students stand up facing you and model the verbal and visual cues for the activity.

- a. Say "lines" as you hold thumb and index fingers together on each hand. Create an imaginary line in the air as your hands separate and pull apart.



- b. Say "of" and bring your hands together with a clap.



- c. Say "communication" as you as you make your hands talk to each other by holding your fingers together and opening and closing them against your thumb.



2. Repeat this TPR activity several times to warm students up. Then, have students form two lines opposite each other. Say: **Line 1 and 2 students, touch fingers. Now you know who you will be talking to.** If there is an odd number of students, join Line 1 so that both lines are equal.
3. Designate one line as Line 1 and the other as Line 2. Give a simple command to help students remember which line they are in, for example: **Students in Line 1 touch your ear. Students in Line 2 raise your hands.** Give the commands a few times until all students respond correctly.
4. Show a picture, and say: **Line 1 does not move. Students in Line 1 always start the talking. Students in Line 1 show the pictures to students in Line 2 and ask the question: Do you like to \_\_\_\_?** Have students in Line 1 repeat the question after you.
5. Then, say: **Line 2 students look at the picture that the student in Line 1 is showing you. Then, answer the question: Yes, I like to \_\_\_\_/No, I don't like to \_\_\_\_.** Give a response to the question, and have the students in Line 2 repeat the answer chorally.
6. Then, do the activity, signaling for Line 2 to move up a space after most students have had enough time to finish the dialogue.

### Frames For Fluency

Set 1: p. 94 FF#5 (describe)

### Hands-On ENGLISH

TG Book D: p. 41 (complex sentences)



## BE AN ILLUSTRATOR

This is a routine in which students practice their interpretation skills by creating an illustration related to a text or a concept and then writing a word or sentence under it to label or describe the illustration. Often this type of activity is associated with reading a text. For any drawing activity, it is important that students are given a focus for their work, provided an example of what to do, given guidance about what to draw, and given a timeline for completing the work. Some students are inherently more detail-oriented than others, while other students may simply not like to draw. For students who do not like to draw, offer pictures from magazines to paste on the paper instead. Remind students about the time, and be sure they know that whatever they produce will be good enough for the class work, regardless of how detailed or “perfect” the drawing is. Ultimately, the focus is on language.



## BINGO

This is a game that is especially good for learning vocabulary and practicing listening skills. Each student or pair of students is given a paper with 9-12 pictures on it and chips or markers to place on the images. The teacher calls out a word or says a sentence, and students look for an image to match what they heard. When all the pictures are covered up in a row (diagonally, horizontally, or vertically), students call out Bingo to win that turn.





## MAGIC MIRROR



In this choral response routine, students not only repeat what the teacher says but also act out what the teacher does. It is a good activity for introducing new material, especially when students' proficiency is low.

1. Have all the students stand in a circle facing each other.
2. Say "Magic Mirror" while outlining the frame of a mirror in front of you with your hands. Use a mirror the first time you do this activity to show what the word mirror means.
3. Tell students: **Do and say what I say.** Say "Magic Mirror" while outlining the frame of a mirror in front of you. Students say "Magic Mirror" while copying your motion.
4. Say: **When we play Magic Mirror, you are the magic mirrors because you do and say exactly what I do and say.** Say, "Magic Mirror" again while outlining the frame of a mirror in front of you. If students don't mirror you, reteach this until they all mirror you.
5. Then, practice the new sentence frames or grammatical concept. For example, practice subject pronouns by organizing students into male and female groups. Then, when you say "she," point to the girls, and when you say "he," point to the boys. Students should mimic your actions and words.

## MIND READER



This routine can be used to elicit sentence structures and vocabulary from students in whole class or small group practice. Students take turns giving clues to their classmates using sentence structures and vocabulary they have learned. After giving 2-4 clues in a structured format, audience members raise their hands if they think they know the answer. For example, tell the students you are thinking of a person, place, action, or thing they have studied. Then, give them a clue about the word, such as a description or physical action. After that, students have to guess what the teacher (or student) is thinking. Give students many small clues so that they don't randomly guess. Also, tell students they cannot yell out the answer. Instead, they need to raise their hands and say the answer using a sentence frame after you call on them. This can also be called **Guessing Game** and can be played competitively by assigning points to the teams as they guess correctly.

### Example 1

I have one of these.  
I use this to smell.  
What is this?  
This is a nose.

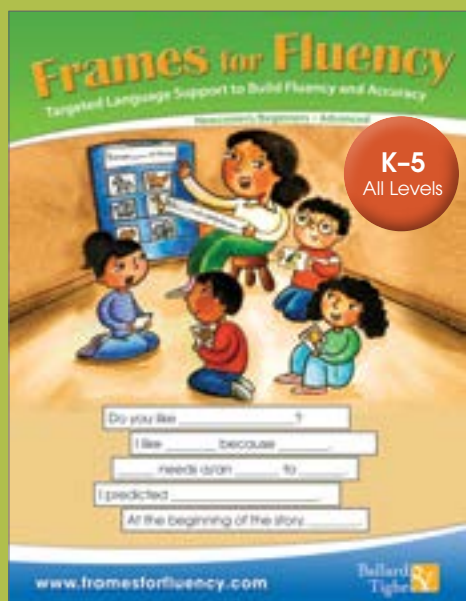
### Example 2

I have ten of these.  
I use them to paint.  
What are these?  
These are fingers.

K-5

# Language Tools

Newcomers – All Proficiency Levels



## Frames for Fluency

### Systematic & Sequential

*Frames for Fluency* identifies the key language forms and functions that English learners (ELs) need and then develops them into patterns for oral practice.

### Scaffolding Support

Provides explicit language instruction with supports that help ELs reach higher levels of fluency. Picture & Word Cards and Theme Pictures provide prompts and stimulus for oral practice.

Do you like \_\_\_\_\_?

I like \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ needs a/an \_\_\_\_\_ to \_\_\_\_\_.

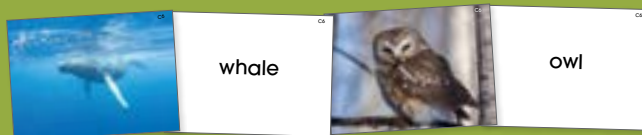
## Hands-On ENGLISH

K-1  
Beginners

### Engagement leads to learning

*Hands-On English* delivers age-appropriate content that is practical and aligned to state and national English language development and subject-matter standards, including English language arts, math, and science.

### Scaffolds & Supports



Where do \_\_\_\_\_ live?

\_\_\_\_\_ live in \_\_\_\_\_.

