

Making Content Comprehensible— 6. Practice and Application

Hands-on Materials and/or Manipulatives for Practice:

- ☺ Students have a greater chance of mastering content concepts and skills when :
 - given multiple opportunities to practice
 - practice is in relevant, meaningful ways
 - practice includes "hands-on " experiences
- ☺ Planning for hands-on practice:
 - Divide content into meaningful short chunks
 - Time for practice should be short—10-15 minutes
 - New learning should have several short practices close together
 - Older learning should be practices distributed further apart—review material periodically
 - Give students immediate feedback on how well they have done
- ☺ ELL students need to **connect abstract concepts with concrete experiences**: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

Application of Content and Language Knowledge:

- ☺ Abstract concepts and new information needs to be applied in a **personally relevant way**—
 - Writing in a diary format through a character
 - Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune...)
 - Creating a semantic map
 - Writing test questions to ask another student
 - Teaching concepts to another student
- ☺ **Discussing and "doing"** make abstract concepts concrete.
 - Clustering
 - Making and using graphic organizers
 - Solving problems in cooperative groups
 - Engaging in discussion circles
 - Partnering students in a project before independent work
- ☺ Opportunities for **social interaction** promote language development.
 - Small group discussions
 - Working with partners
 - Reporting out information orally and in writing
- ☺ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.

Integration of Language Skills:

- ☺ Reading, writing, listening, and speaking are **interrelated and integrated naturally**—we read when we write, we listen when we are talking with someone, etc.
- ☺ Most young children become grammatically competent in their home language by age 5—for ELL students, the teacher needs to **develop language skills in a holistic manner**.
- ☺ **Practice** in any one area (listening, speaking, reading, writing) **promotes development** in the others.
- ☺ Connections between abstract and concrete concepts are best accomplished **when all language processes—reading, writing, listening, and speaking—are incorporated during practice and application**.

What does a Classroom that Incorporates Listening, Speaking, Reading and Writing...



Does your classroom incorporate a variety of Listening, Speaking, Reading, and Writing activities during Practice and Application?

Source taken from: "Making Content Comprehensible for English Language Learners", Echevarria, Vogt, Short

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