ESL/ELD
CONTENTS

READING STRATEGIES

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ORAL COMMUNICATION

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In this strategy, students preview one or more pictures from a text, picture book, brochure or collection of photos and formulate questions in anticipation of reading the text.

Purpose
- Help students to activate their prior knowledge and experiences and think about the ideas they will be reading.
- Encourage students to make a personal connection with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.
- Support student understanding of the importance of illustrations in conveying information in subject text.

Payoff
Students will:
- be able to connect their personal knowledge and experience with a curriculum topic or issue.
- be able to participate in discussion of topics, themes and issues.
- have a context for reading subject-area text.
- become familiar and comfortable with a topic before reading an unfamiliar text.

Tips and Resources
- Select a picture book or other visual text related to the curriculum and topics being studied.
- Choose one or more pictures from a text or a picture book.
- If the pictures are not large enough to ensure that all students can easily see them, project the image or gather the students around.
- When selecting pictures, consider those that include a sequence or show a cause and effect relationship: for example, in English, sequenced images that identify the author’s message; in History, a series of images to form a historical timeline; in Geography, before and after pictures of regions affected by natural disasters.
- Paul Yee’s *Ghost Train* relates well to the Grade 8 history curriculum and Lynn Cherry’s *A River Ran Wild* raises issues related to ecosystems and aboriginal peoples.
- For an example, see Teacher Resource, *Ask Yourself!*

Further Support
- Review some of the following key question stems to further develop questioning skills:
  - Why is...? Why are...?
  - Who are...? Who did...?
  - What would happen if...?
  - What is...?
  - When did...?
  - Where does...? Where is...?
  - How...?
## Getting Ready to Read: Ask Yourself

<table>
<thead>
<tr>
<th>What teachers do</th>
<th>What students do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>- Identify the instructional purpose/theme for the picture sequence/collection.</td>
<td>- Recall what they already know about the issue/topic.</td>
</tr>
<tr>
<td>- Preview the text and select the pictures that support the key themes or big ideas. For a possible example, see Teacher Resource, Ask Yourself!</td>
<td></td>
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<tr>
<td>- Sequence the pictures according to beginning, middle and end, if applicable.</td>
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<tr>
<td>- Introduce the topic and invite students to make connections to it.</td>
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<tr>
<td><strong>During</strong></td>
<td></td>
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<tr>
<td>- Show the first picture to the students.</td>
<td>- Work independently to generate questions about the picture being displayed.</td>
</tr>
</tbody>
</table>
| - Model higher level questioning skills about the picture by thinking/talking aloud. For example:  
  - What does the picture suggest to you about when this situation occurred?  
  - How does the picture convey a mood?  
  - Who might these people be?  
  - What is the reaction of the people in this picture? | - Think/Pair/Share the questions that they have generated independently. |
| - Show the next picture to the students. | - Contribute their questions within the whole class forum. |
| - Ask the students to think about what questions they are asking themselves about the picture. | - Listen actively to the questions of their peers. |
| - Instruct students to turn to a partner and share their questions. | |
| - Solicit questions from the whole class by randomly and rapidly asking students to share their questions thereby encouraging diverse perspectives. | |
| - Repeat this process until all of the pictures have been viewed. | |
| **After**        |                  |
| - Ask the students what questions were answered, have yet to be answered, have not been answered. | - Discuss the reasons why some information is included and other information is not. |
| - Encourage students to pay careful attention to the information provided by pictures and illustrations the next time they read any text. | |
Ask Yourself!

I wonder...

- Where was this picture taken?
- Why is the man looking at the camera and not smiling?
- Is he wearing a uniform? What is he holding?
- Who is taking the picture? Why did they take the picture?
- Who are the people in the picture?
- Why are there so many bicycles beside the bus?
- What is going to happen next?

Other questions I have . . .

- 
- 
- 
In this strategy, pairs of students practise their speaking and listening skills when giving and following directions with a barrier between them. The barrier is used to prevent students from seeing the assigned image or task. This strategy requires students to use and interpret oral description.

**Purpose**
- Use descriptive vocabulary.
- Practise active listening and following oral directions.
- Use questions to clarify information, as required.

**Payoff**
Students will:
- improve the accuracy of their expressive and receptive oral communication skills in a meaningful context.
- give instructions which are detailed, organized, and properly sequenced.
- develop skills in working co-operatively with a partner.

**Tips and Resources**
- Use Barrier Games in many subject areas. For example: in Geography, to recreate maps, orienteering, and/or geographical landforms; in Science and Technology, to reconstruct a science experiment using concrete materials; in Math, to construct geometrical shapes and grid work; in Visual Arts, to replicate a design using line, shape and texture.
- Choose a map, a diagram, a grid, or a picture for the activity.
- Organize the students into pairs taking into consideration their strengths and needs.
- Ensure that the pairs understand the stages of the process and what is expected of them.
- Consider altering this activity and having one student give directions to a small group of students. Rotate speakers either in the pairs or groups.
- Build into the activity the option of having the Listener ask clarifying questions.
- Monitor/restrict the amount of time allotted to this activity as students become more proficient with this oral communication activity.
- As an extension, consider giving each of the partners the same visual containing different information with the task of combining that information through their oral communication to complete the task.
- For a variety of ways to use Barrier Games, see Teacher Resource, *Types of Barrier Games.*
- For more information, see:
  - Student/Teacher Resource, *Barrier Games – Sample Instruction Sheet.*

*First Steps, Oral Language Resource Book*
*Scaffolding Language, Scaffolding Learning*, Pauline Gibbons

**Further Support**
- Some students in the role of the Speaker may require time to work with other students in the Speaker role to consolidate some of the directions and key vocabulary.
- Some students in the role of the Listener may require clarification about the directions and should be encouraged to ask questions.
- Initially, the Speaker may need to see how the Listener is interpreting the directions and give immediate feedback. The barrier may be removed following the first two or three instructions to insure that the Listener is able to understand, interpret, and follow the instructions. The Speaker may need to simplify or add more detail to directions.
- Model the process orally and provide a sample of the dialogue in written format.
- Provide, teach, and post question stems.
- Activities can be varied for ESL/ELD students according to their stage of English proficiency.
### Before
- Decide on the image or instructions that the Speaker will describe to the Listener. See Student/Teacher Resource, *Barrier Games – Sample Instruction Sheet* for an example.
- Explain to students how barrier games work.
- Organize the students into pairs – one student (the Speaker), who holds the image without showing it to the Listener, gives direction to the other student (the Listener), who recreates the content. Note: Ensure all students have an opportunity to play both roles.
- Give a file folder or an alternative to each pair of students to be used as a visual barrier between them. Give each Listener a piece of paper to record the image as instructed by the Speaker.
- Provide the Speaker in each pair with the image or Student/Teacher Resource, *Barrier Games – Sample Instruction Sheet*, to be communicated to the Listener.
- Allow an opportunity for students to clarify their understanding of the process.

### During
- The Speaker gives instructions to the Listener so that the Listener can recreate the image/activity according to directions given.

### After
- Have students show their image/activity to their partner.
- Ask students to identify with their partner key strategies they used and roadblocks that they encountered during this activity.
- Invite students to engage in a whole group discussion about what helped/hindered them in the Speaker’s directions and the Listener’s interpretation.
- Record key group findings about communicative competence and highlight next steps to facilitate future oral communication activities. See Teacher Resource, *Oral Language Checklist*.
- Compare and contrast images/activity.
- Listener and Speaker discuss strengths, needs, and possible next steps for improved communication.
- Partners contribute to whole class discussion and share findings about what helped and hindered.
- Contribute to class chart key components of effective instructions/directions.
Types of Barrier Games

Construction
One student holds a piece of paper with a drawing on it; the other student holds a blank piece of paper. The student with the drawing on the paper gives instructions to the other so that they are able to create a similar drawing.

Example: Tangrams
The Speaker describes a shape and its placement and the Listener creates a figure as described using tangram pieces. Tangrams are an ancient form of puzzle developed by the Chinese. The puzzle involves seven geometric shapes that can be moved to create multiple shapes, including geometric figures and animals.

Orienteering
Students each hold an identical map. Through explicit instructions, one student provides instructions to the other to move from one location to a predetermined final location.

Find the Difference
In this variation, each student holds a picture with minimal differences in the details. Through conversation and questioning, each student describes their picture in order to identify what the differences are.
Sample Instructions:

The Speaker(s) read(s) all of the instructions through once before beginning the activity.

1. Put your pencil in the top right hand corner of D1. Draw a straight line to the top right hand corner of B3.
   Listener draws now.

2. Draw a straight line from that point to the top right hand corner of E6.
   Listener draws now.

3. Draw a straight line from that point to the top right hand corner of C6.
   Listener draws now.

4. From that point draw a straight line to the top right hand corner of F3.
   Listener draws now.

5. From that point, draw a straight line to back where you started.
   Listener draws now.

6. Put your pencil in the top left hand corner of C4 and draw a straight line to the top left hand corner of E4.
   Listener draws now.

7. Put your pencil at the top left hand corner of E4 and draw a straight line to the top right hand corner of D4.
   Listener draws now.

8. From that point, draw a straight line to the top left hand corner of C4.
   Listener draws now.

9. Lift your pencil and draw a small circle in bottom right hand corner of C2.
   Listener draws now.
## Oral Language Checklist

<table>
<thead>
<tr>
<th>Name</th>
<th>Contributes and works constructively in pairs/groups</th>
<th>Listens attentively to organize and clarify thinking</th>
<th>Asks questions</th>
<th>Uses specialized vocabulary appropriate to the topic</th>
<th>Follows directions</th>
<th>Provides well-constructed instructions</th>
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Whole-class Discussions: Find Your Place on the Line

In this strategy, students learn how to articulate an opinion and represent their opinion by moving to a spot on an imaginary line that is a continuum from “strongly agree” to “strongly disagree”.

Purpose
- Promote critical thinking on a variety of issues/topics across the curriculum.
- Learn how to formulate and consolidate a position.
- Learn how to justify and then communicate an informed opinion to others.

Payoff
Students will:
- weigh own ideas about an issue.
- experience a diversity of perspectives.
- deepen their understanding of critical issues.
- experience how the opinions of others may influence them.

Tips and Resources
- Provide students with an opportunity to formulate their own opinion before moving to the imaginary line. See Think/Pair/Share in Think Literacy: Cross-Curricular Approaches, Grades 7-12, on page 152.
- Practise using language on how to disagree agreeably. Consider using Discussion Etiquette, Think Literacy: Cross-Curricular Approaches, Grades 7-12, on p. 176.
- Practise using some simplified statements and move to more complex and sensitive issues (i.e. “Every student must do homework every day.” “Immigrants make rich contributions to the success of Canada.”).
- Consider labelling the ‘imaginary line’ as a ‘range of thinking line.’
- Engage students in further conversation and extend student thinking by breaking the line at the midpoint thereby creating two parallel lines that face one another. Position the smaller lines in such a way that two polar opposites face one another and can engage in a conversation about their position. See Teacher Resource, Find Your Place on the Line, Extension Example #1.
- As an alternative entry point, consider having the midpoint student stand opposite one of the strongly agree or strongly disagree student. See Teacher Resource, Find Your Place on the Line, Extension Example #2.
- See Student Resource, Where Do I Stand?

Further Support
- The teacher may need to provide additional think time and encouragement for some students.
- Share sentence stems, concrete examples and context to provide connections so students can access and make links to their background knowledge. For example:
  - I agree because…
  - I strongly disagree because…
  - I think…
- Provide context with personal anecdotes, newspaper articles or pictures, pamphlets or print advertising.
- The teacher may arrange peer support in first language, and/or provide multilingual dictionaries to help students comprehend key vocabulary.
- Demonstrate with small groups using imaginary lines around a common theme to provide multiple opportunities for practice and verbalizations of their critical thinking.
### Whole-class Discussions: Find Your Place on the Line

<table>
<thead>
<tr>
<th>What teachers do</th>
<th>What students do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Ensure that a positive and nurturing classroom climate has been created in order to allow students to comfortably state opinions.</td>
<td>• Listen to the statement as it is being posed.</td>
</tr>
<tr>
<td>• Prepare a space for students to form a line representing a range of opinions from ‘strongly agree’ to ‘strongly disagree’ (e.g., along the front, back, or side of the classroom). See Teacher Resource, <em>Find Your Place on the Line</em>.</td>
<td>• Ask for clarification, if required.</td>
</tr>
<tr>
<td>• Create a statement or question that will promote conversation and the formulation of an opinion that is relevant to the topic of study. (Think about possible student responses with regard to sensitive issues.)</td>
<td>• Think about their position on the issue.</td>
</tr>
<tr>
<td>• Provide an opportunity for students to clarify the statement so that they will be able to participate in this learning experience.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask students to position themselves on the imaginary line according to their initial opinion.</td>
<td>• Move to a chosen position on the imaginary line between ‘Strongly Agree’ and ‘Strongly Disagree’.</td>
</tr>
<tr>
<td>• Use either Extension Example #1 or #2 to organize the students so that each has a partner to share her/his initial position.</td>
<td>• Engage in conversation with a partner thinking about and re-evaluating their own position and perspective.</td>
</tr>
<tr>
<td>• Ask the students if they wish to change their position on the line as a result of their conversation with their partner.</td>
<td>• Listen to the teacher’s signal and move to a new position on the imaginary line if their position has changed.</td>
</tr>
<tr>
<td>• Repeat this process until students are comfortable with their places on the imaginary line.</td>
<td>• Repeat this process as signaled by the teacher.</td>
</tr>
<tr>
<td>• Randomly select students along the imaginary line to share their perspectives.</td>
<td>• Articulate their final position for the whole group to consider.</td>
</tr>
<tr>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>• Engage in an open class discussion about how one’s perspective on a topic may change after talking to others.</td>
<td>• Actively engage in the class discussion.</td>
</tr>
<tr>
<td>• Record key points or vocabulary on the board or an overhead.</td>
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<tr>
<td>• Ask students to write a point form summary of arguments for and against the issue (see Student Resource, <em>Where Do I Stand?</em>) and to indicate the reasons why they have or have not changed their opinion.</td>
<td>• Write a point form summary of arguments for and against the issue and explain why they have or have not changed their opinion. <strong>Alternatively,</strong> some students may need to share their final positions through an oral interview.</td>
</tr>
</tbody>
</table>
Find Your Place on the Line

Sample Statements

1. Competition is always about winning.
2. Regular homework is important for student success.
3. Physical activity is important to my health.

Extension Example #1: Folding the Line
Line folds from the midpoint to allow student at the ‘strongly agree’ end of the line to talk with students at the ‘strongly disagree’ end of the line. This extension gives students further opportunity to talk about their thinking and listen to opposing views.

Extension Example #2: Split and Fold the Line
Line splits at the midpoint and folds to allow students at both ends of the line to talk with students from the midpoint. This extension gives students further opportunity to talk about their thinking and listen to opposing views.
**Where Do I Stand?**

**Topic:** ______________________________________________

Thinking about the topic, place an ‘X’ where you stand on the line.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Midpoint</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

**Why would someone put an ‘X’ on strongly agree?**

- •
- •
- •
- •
- •
- •
- •

**Why would someone put an ‘X’ on strongly disagree?**

- •
- •
- •
- •
- •
- •

After thinking about the conversations with your classmates, do you need to change your location of the ‘X’ on the line above. If your position has changed, place an ‘X’ on your new position.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Midpoint</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

**Explain why your ‘X’ has or has not moved.**
Whole-class Discussions: Inside/Outside Circles

In this cooperative learning strategy, students stand in pairs in two concentric circles to engage in a focused discussion.

Purpose
- Tap into prior knowledge.
- Check for understanding or review concepts.
- Develop and reinforce key vocabulary to support student learning in all subjects.
- Provide students with an interesting way to brainstorm or problem solve.
- Encourage students to share their ideas and information with each other.

Payoff
Students will:
- participate actively in conversation.
- deepen their understanding of concepts.
- learn or review content-specific vocabulary.
- have opportunities for repeated, supported rehearsals of oral language.

Tips and Resources
- Strategy is set up for pairs, but also works with three in a group.
- ESL/ELD students can be part of a triad even if they have limited English proficiency because they would benefit from listening and being part of the group.
- Use a very simple task at first so that the students learn how to work in the circle format before having to apply the approach to more challenging concepts.
- Students might draw a picture of a new vocabulary word on one side of a card and then write the word on the back. Students in the outside circle show the picture and the inside circle partners say the word. The circle then rotates so that all students review each word. Cards could then be given to the inside circle so that the process can be repeated.
- Think about how to organize the space in the classroom so that circles can be formed. A class of 30 could be arranged into three circles with five pairs in each circle or two circles with 7 or 8 pairs of students in each circle. Another option would be to make one large double circle around the circumference of the room.
- Copy the Teacher Resource, Inside/Outside Circles onto an acetate to model for students the activity’s organization.
- Ensure that students know and understand the teacher’s stop signal so that they can listen for instructions.
- For examples, see Teacher Resource, Discussion Topics: Grades 7 and 8 History.

Beyond Monet, Barrie Bennett and Carol Rolheiser

Further Support
- Students who are struggling are often able to articulate their understanding through oral language. Allow new language learners some opportunity to discuss words and concepts in their first language with one or more partners who speak the same language (where possible) prior to engaging in the circle activity with multiple partners.
- Include ESL/ELD students in the group learning activity even if their understanding of English is very limited.
### Whole-class Discussions: Inside/Outside Circles

<table>
<thead>
<tr>
<th>What teachers do</th>
<th>What students do</th>
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</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
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<tr>
<td>• Decide on a question, topic or issue for students to discuss.</td>
<td>• Listen to the teacher’s directions.</td>
</tr>
<tr>
<td>• Organize the room so that there is space for all students to join a circle.</td>
<td>• Ask questions for clarification if necessary.</td>
</tr>
<tr>
<td>• Pair ESL/ELD students with other students before forming the circle.</td>
<td></td>
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<tr>
<td>• Ensure that all students understand the directions and will be able to participate in the circle.</td>
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<tr>
<td>• Inform students that they will be sharing their partners’ responses with the whole group.</td>
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<tr>
<td><strong>During</strong></td>
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<tr>
<td>• Number students off 1, 2 throughout the class.</td>
<td>• Number off 1, 2.</td>
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<tr>
<td>• Direct #1 students to form the inner circle facing out.</td>
<td>• Move to a position on the circle when directed by the teacher.</td>
</tr>
<tr>
<td>• Direct #2 students to form an outer circle facing a partner.</td>
<td>• Engage in a discussion with their partners.</td>
</tr>
<tr>
<td>• Pose a question for discussion.</td>
<td>• Listen carefully to partners’ responses so that they can then share it with the whole class.</td>
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<tr>
<td>• Allow for discussion time. (Timing is determined by the teacher.)</td>
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<tr>
<td>• Ask outer circle to rotate one person to the right.</td>
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<tr>
<td>• Pose another question for discussion with the new partner.</td>
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<tr>
<td><strong>After</strong></td>
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<tr>
<td>• Ask a student to share her/his partner’s response to the question with the whole group.</td>
<td>• Actively engage in the listening and sharing process.</td>
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<tr>
<td>• Reinforce understanding through a shared conversation with the whole group.</td>
<td>• Participate in the whole group sharing by speaking and/or listening.</td>
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Teacher Resource

Discussion Topics: Grades 7 and 8 History

Word Cards – Grade 8

Confederation  exclusion  First Nation peoples
intercolonial trade  Manifest Destiny  Métis

Topics to Share Information – Grades 7 and 8 History

1. Grade 7 – Les filles du roi
2. Grade 7 – contributions of Lord and Lady Simcoe
3. Grade 8 – the Charlottetown Conference
4. Grade 8 – settlement of Western Canada
5. Grade 8 – the building of the railway from “sea to sea”

Topics to Express a Supported Opinion – Grades 7 and 8 History

- Grade 7 – Was the creation of reserves helpful to First Nation peoples?
- Grade 8 – Was Louis Riel, the powerful Métis leader, a hero or traitor?
- Grade 8 – Immigrants make rich contributions to the success of Canada.