

Dear Teachers:

You want to engage your English language learners (ELLs) so they are constantly on-task even if they don't know a lot of English. How can you do this without discipline problems and have you and your students still enjoy every lesson?

It begins with this booklet and its 97 classroom-tested tips based on my last 15 years experience as an ESL teacher and teacher-trainer. Each suggestion provides key advice to help you confidently teach your English language learners in any learning context.

You can use these ideas on an as-needed basis, or to deal with specific troubleshooting areas. This booklet addresses some of the major issues ELLs teachers just like you deal with every day. You'll find suggestions on:

- Differentiated Instruction
- Assessment
- Lesson Preparation
- Pre-Lesson Activities
- Checking Comprehension
- Improving Instruction
- Integrating ELLs
- Teaching Vocabulary
- Oral Instruction and Activities

Receive more detailed information on how you can teach with confidence at the New Teacher Resource Center. Get your free weekly ezine and take control of the classroom with your free ebook *Take Control of the Classroom*.

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Differentiating Instruction

1 Assign an easy reading task when a text is difficult and a challenging task when a text is easy. This “rule of thumb” is a practical way of creating lessons without having to rewrite texts on different levels to meet the needs of heterogeneous classes.

2 Use whole groups for modeling a concept and small groups for guided practice. Teachers can plan differentiated lesson more successfully by extending the main objective from whole group to small, differentiated groups during reading instruction.

3 Gather enough information about ELLs' oral fluency. Identifying their abilities helps when differentiating oral tasks.

4 Group ELLs according to low, middle, and high performing areas of reading. Provide challenging and not too difficult reading texts and questions so each group of ELLs can progress according to their ability and pace.

5 Identify difficult areas of the students' learning behavior. Use this information to help regroup your students.

6 Adapt reading activities to two or three different levels. Allow the student to choose the level where she or he can function.

7 Give open-ended exercises that allow students to work at their own pace and provide a variety of responses. Include tasks like brainstorming, prediction, and completing sentences.