
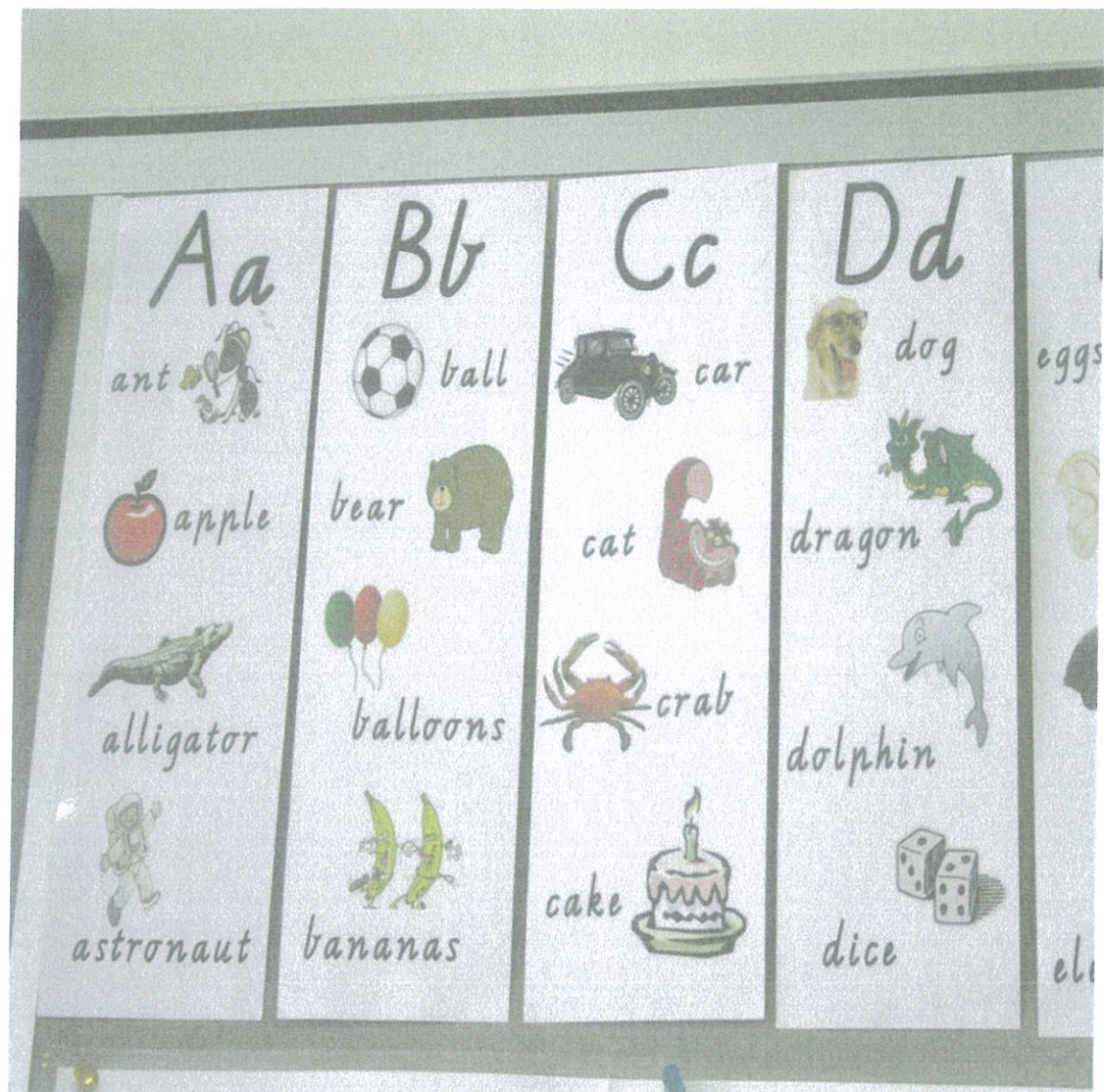


Teaching Resources for EAL Students in the Mainstream Classroom.

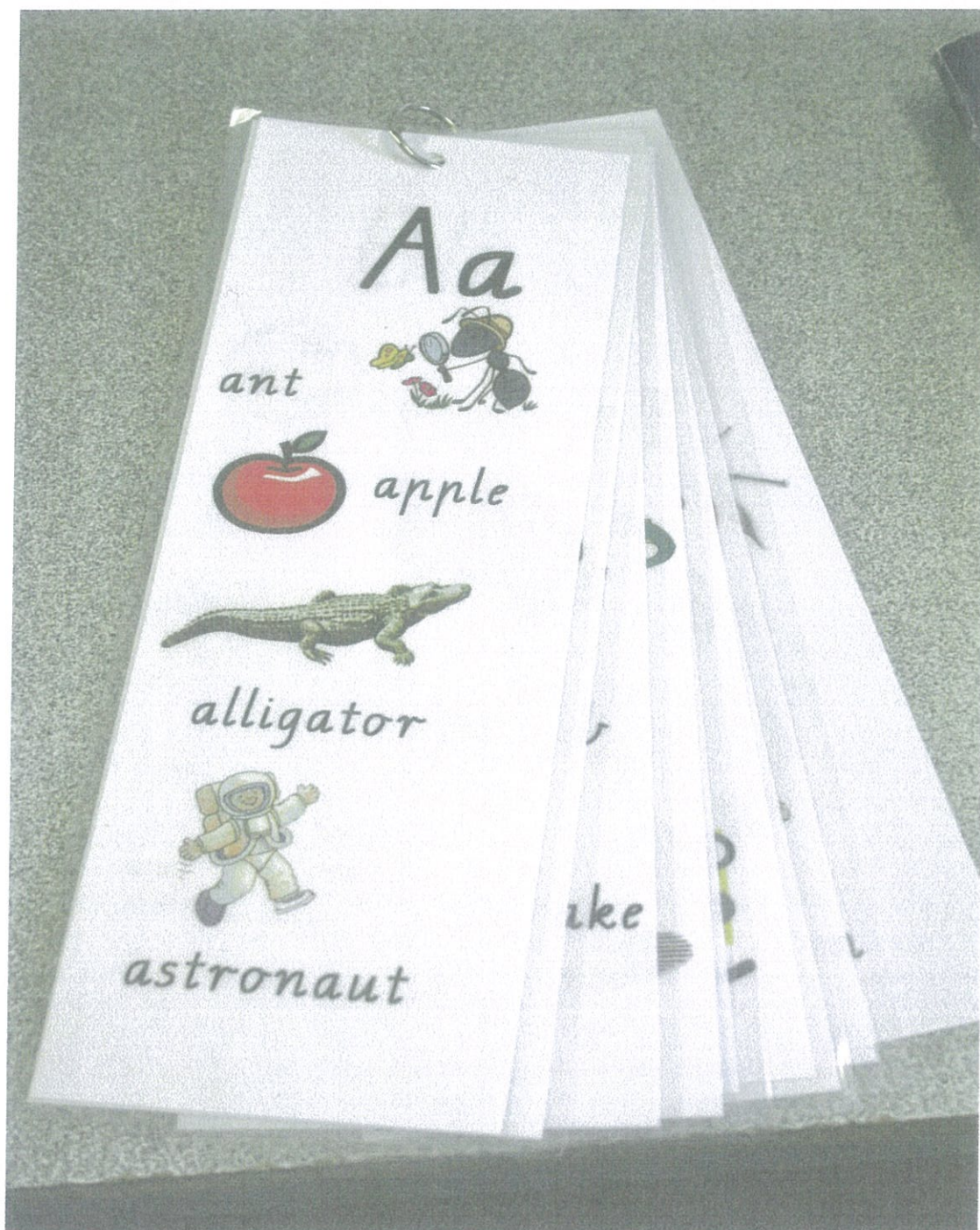
Cluster Provision, 2015.

Resources for EAL teachers-

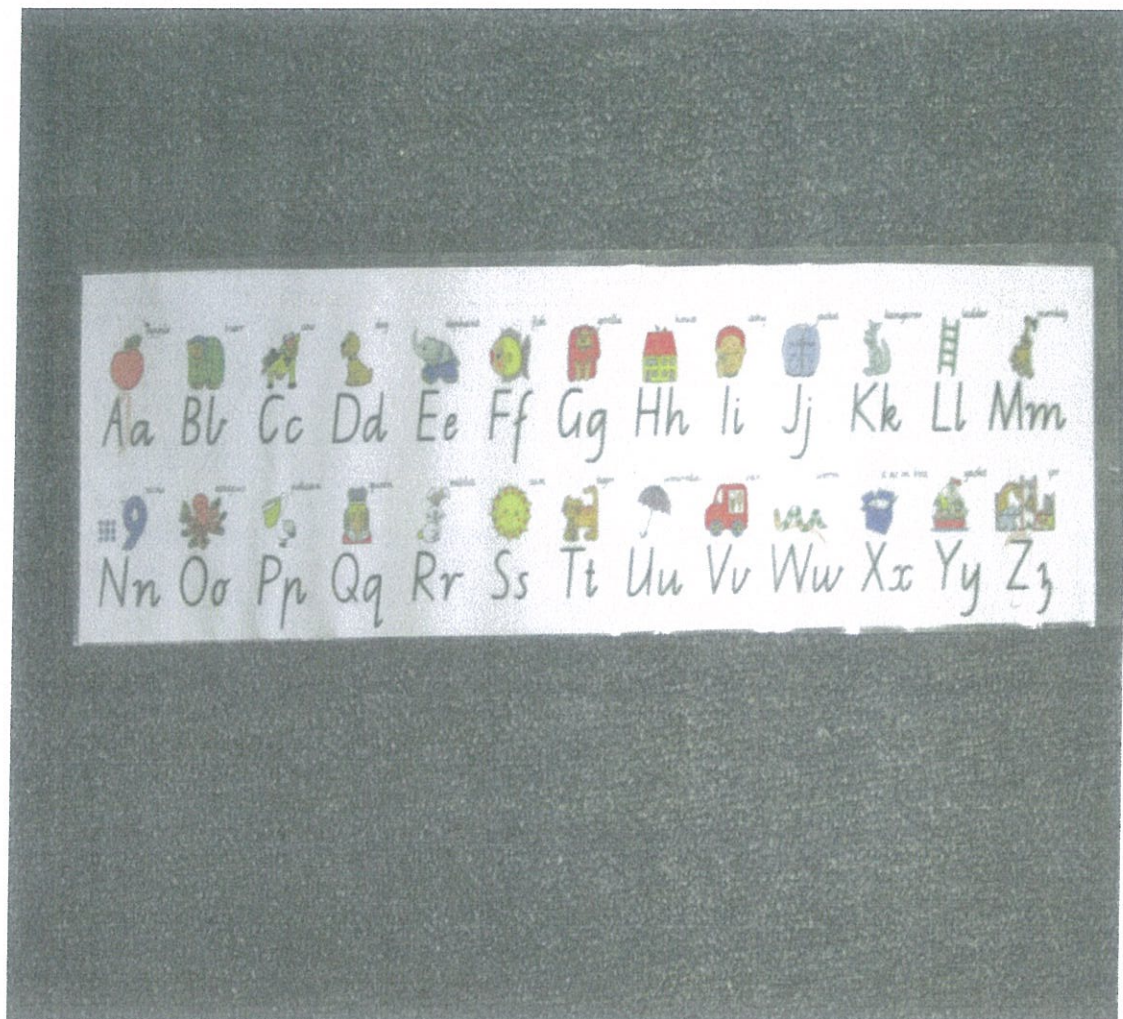
1. Picture dictionaries for communication, pictographs, chinagraphs, written in mother language.
2. Posters for daily activities they could be involved in- coming to school, at shopping ,at church
3. Contacts for translators
4. Personal word dictionaries
5. Sequencing pictures of activities they have insight into.
6. Language box-puppets, telephone, items to reinforce alphabetical sounds
7. Textless books
8. Pictures of school routines that convey expected behaviours
9. Jig-saw puzzles, chants
10. Mirror
11. List of Ipad applications
12.  Individual whiteboards
13. Big books for shared reading and discussions.
14. Tin lids, sound tubes
15. Letter formation sheets.



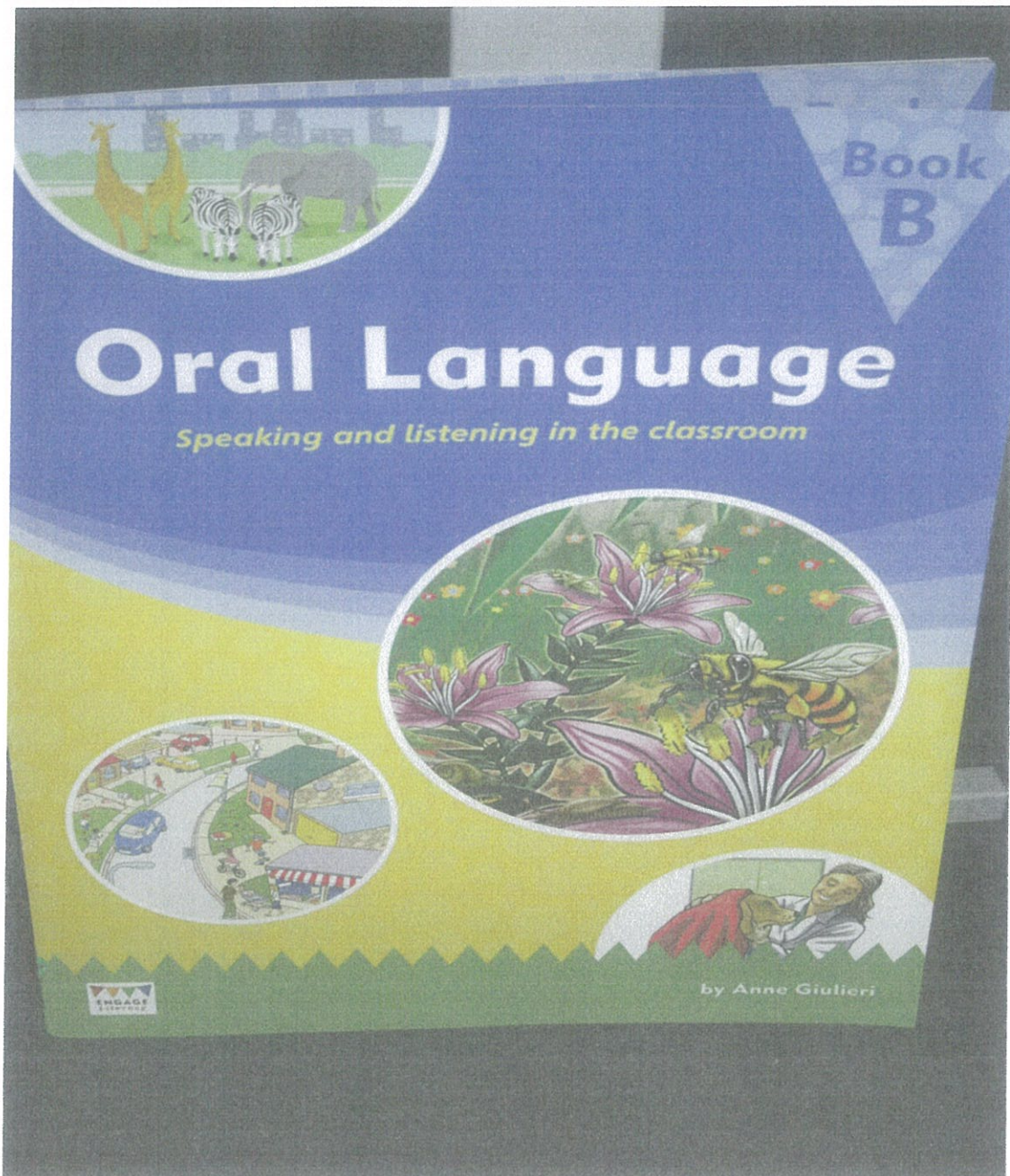
Letters, words and pictures of the English alphabet displayed on the wall for students to refer to at any time.



Individual flash cards of letters, words and pictures of the English alphabet can support students' learning of letters and sounds. This flip book can be used by individual students and is in the same format as the wall chart.



These alphabet strips can be attached to students' tables for easy reference. Both the upper and lower case of each letter is visible as well as a word and picture for each letter.



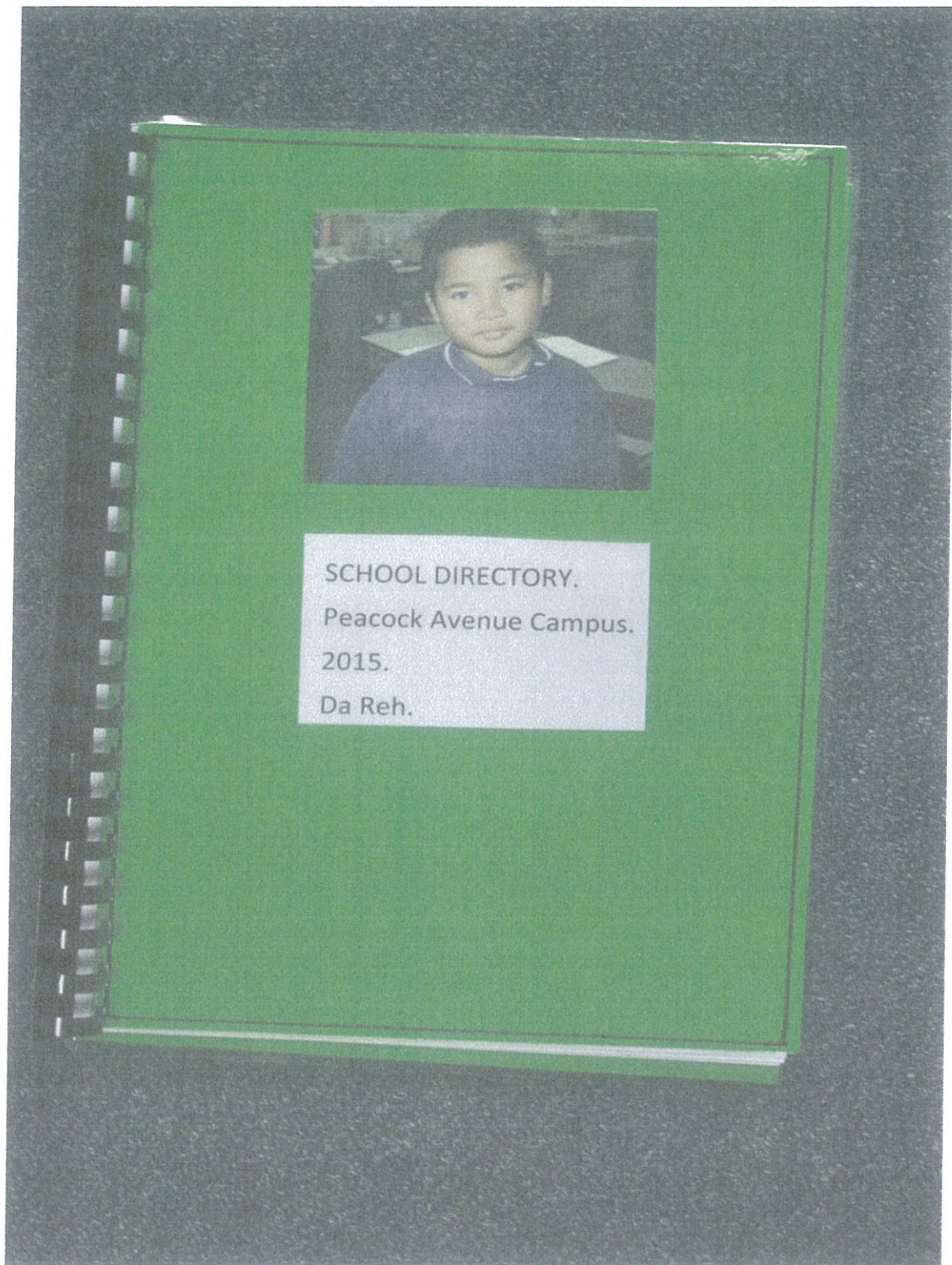
Oral Language, Speaking and Listening In The Classroom. Anna Giulieri. Oxford Press.
This is a valuable resource of three big books and CDs, containing pictures of scenes, words and individual picture prompts about relevant themes in EAL learning.



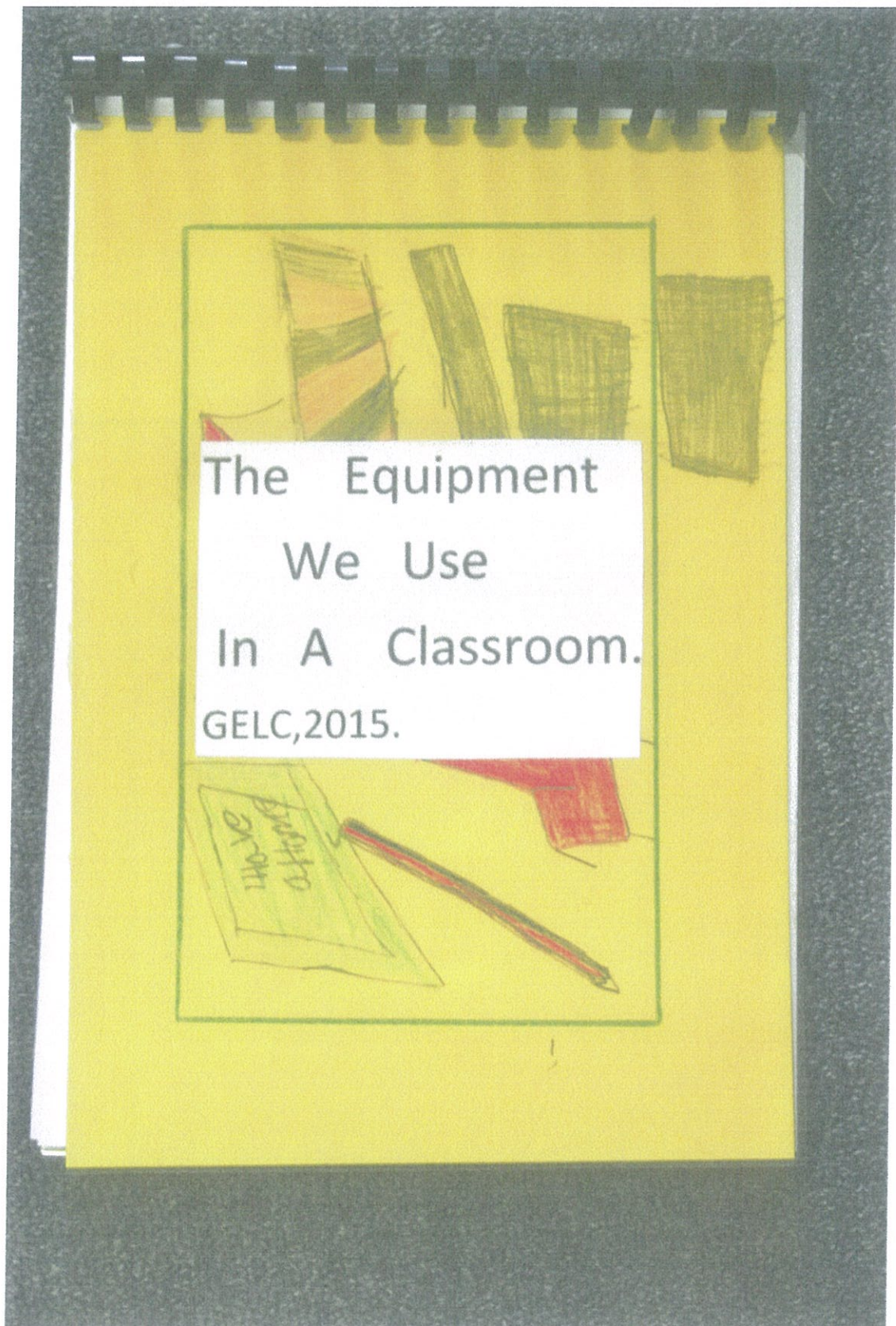
Oral Language, Speaking and Listening In The Classroom. Anna Giulieri.

Textless Books – These contain only pictures
Teachers can model an oral story of what is
happening in the picture, identify key words
on a list and draw supporting pictures of key
words.

Student could retell this story or tell their
own story using pictures and word list.



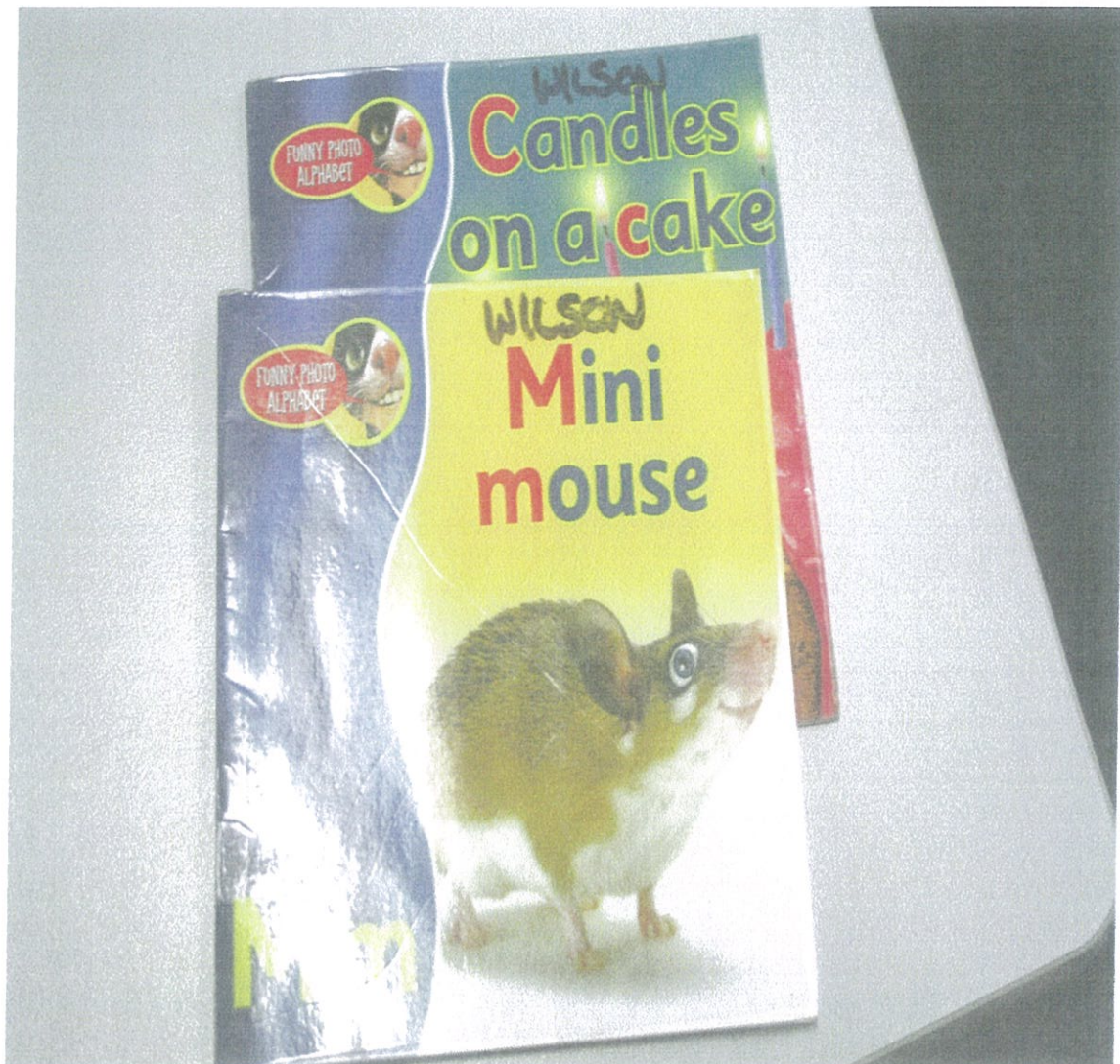
A book made about an individual student which contains text and photos of different locations around the school. This reading resource is ideal for the student to take home and share with their parents.



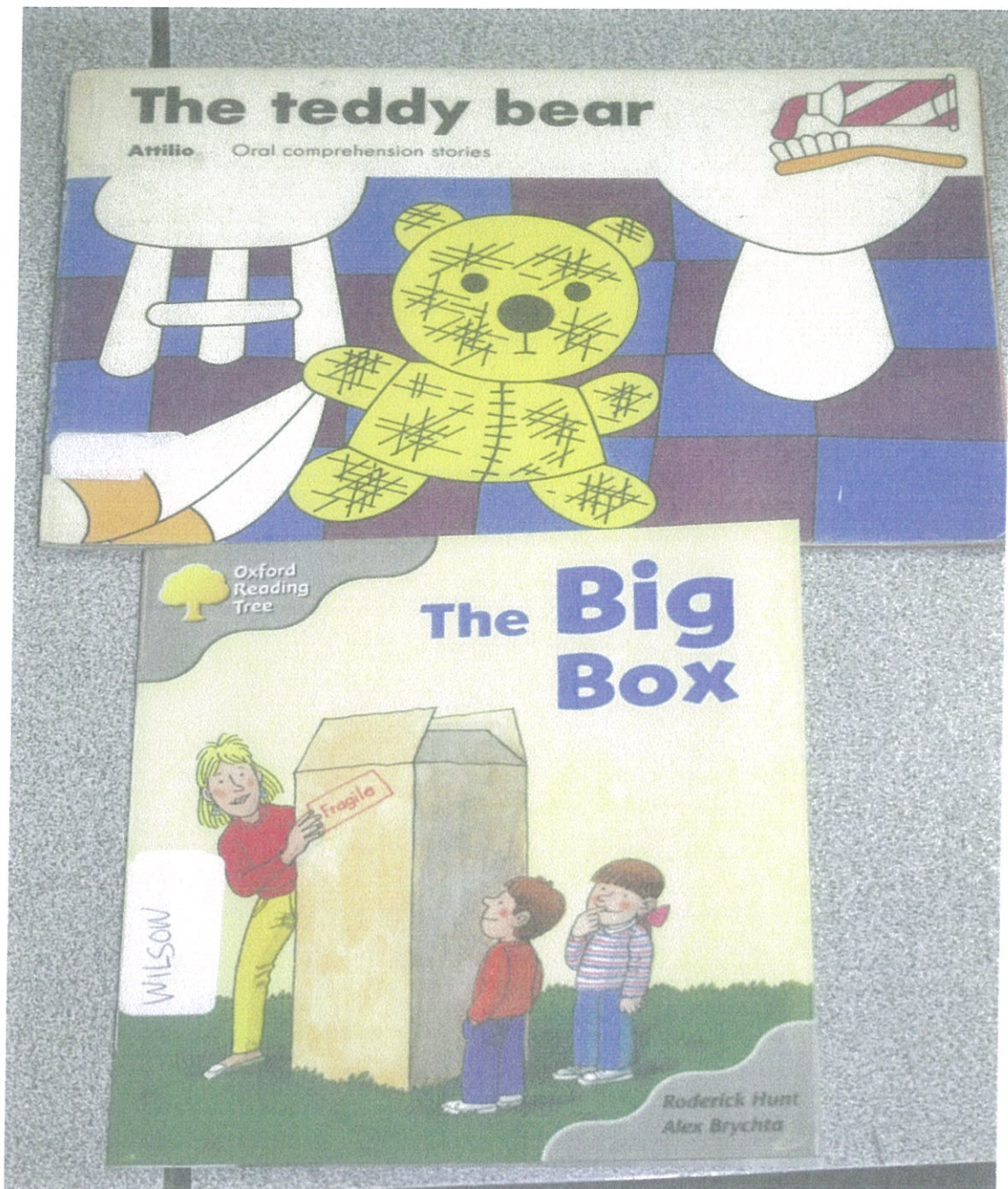
Equipment that is used by the EAL students is documented in a book made by the students. Each page details in a sentence and picture the name and purpose of the equipment. This book can be used as a reference for students.



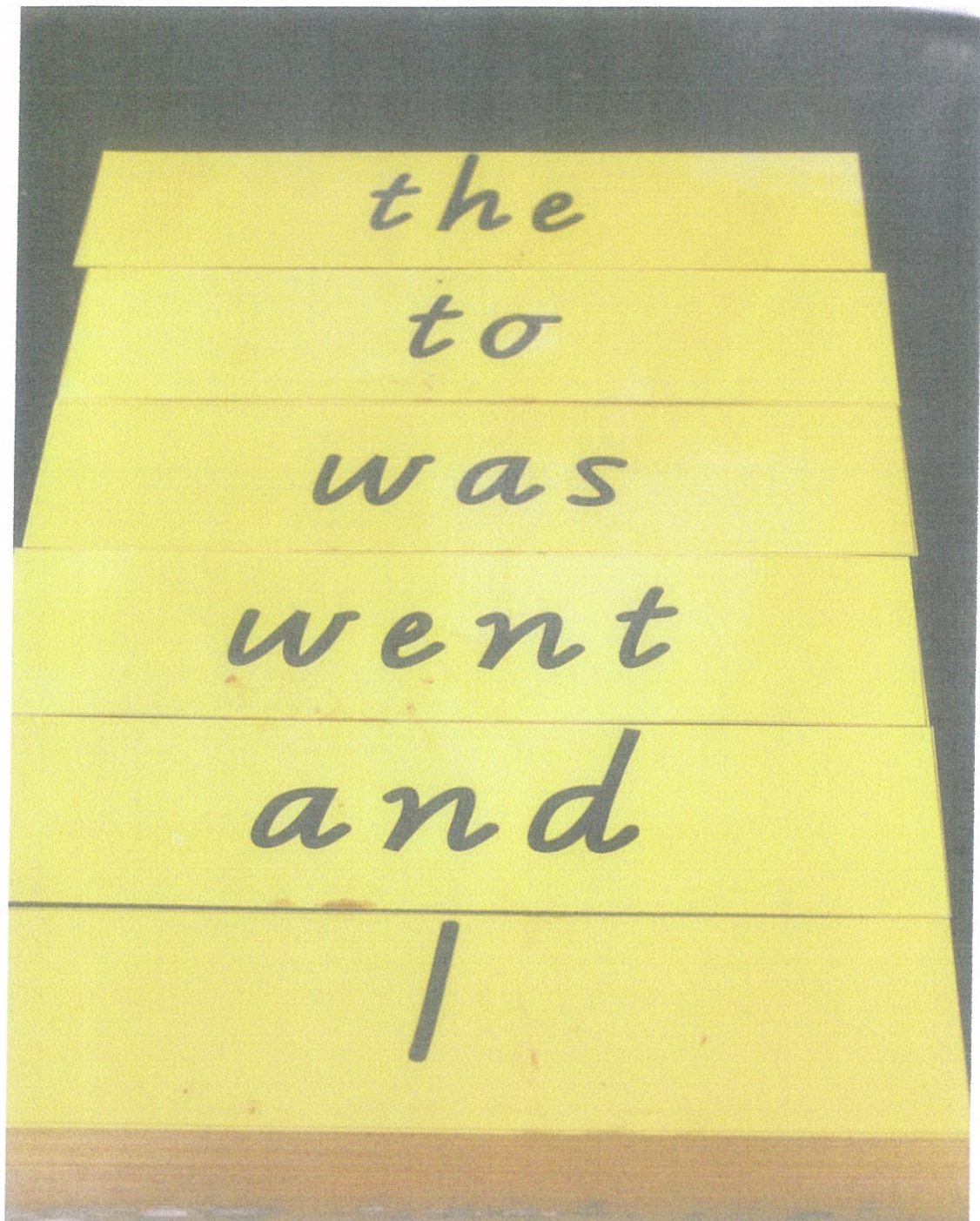
Beginning Readers which introduce specific letter sounds and words associated with that letter.



Beginning Readers that contain written text and pictures about words that start with the different letters of the alphabet.



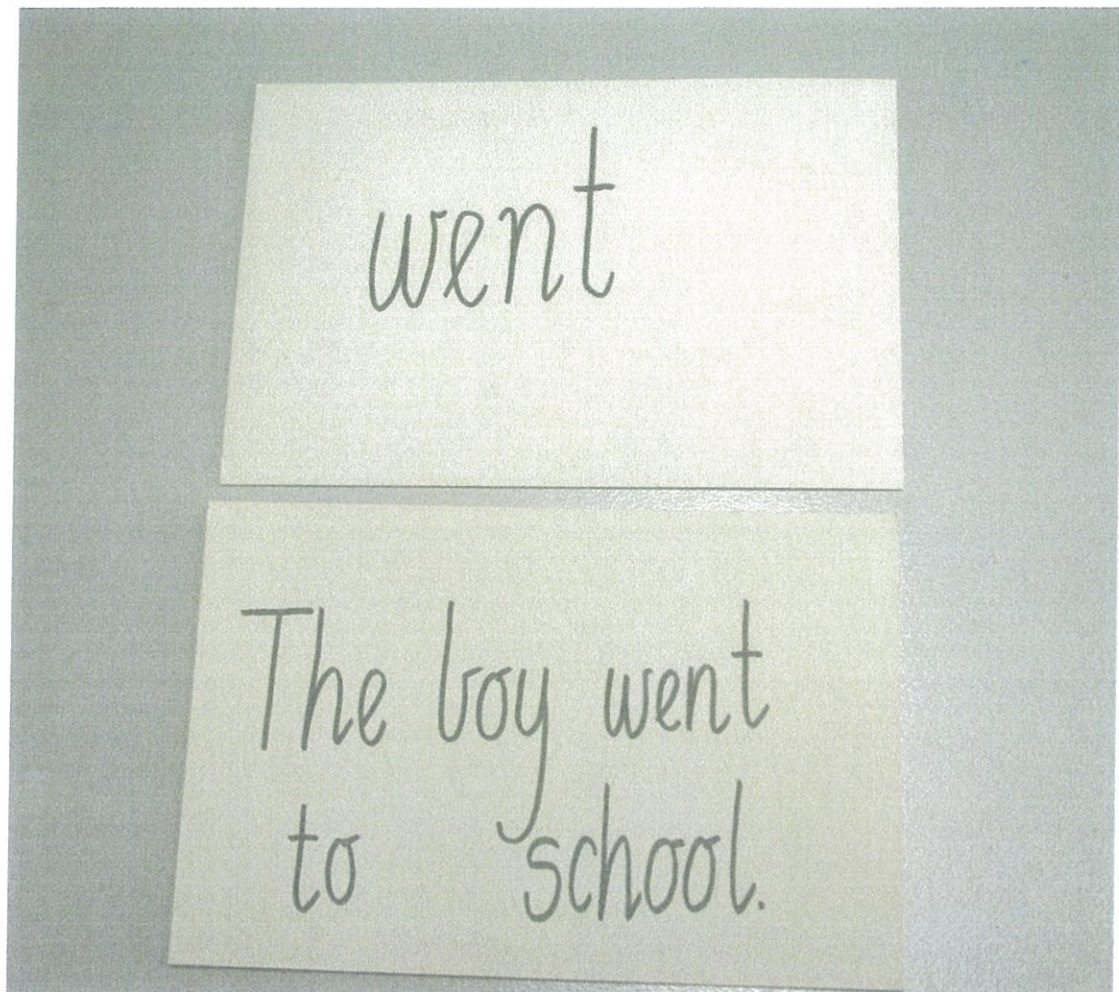
A big book, without text is suitable for a picture chat to encourage oral dialogue between students. Prompt pictures and words can further scaffold the students' oral discussion.



Flashcards of high frequency words, which can be used in sight/reading drills.

Constructing sentences using these flashcards and pictures to represent other key words provides extra scaffolding for students, for example

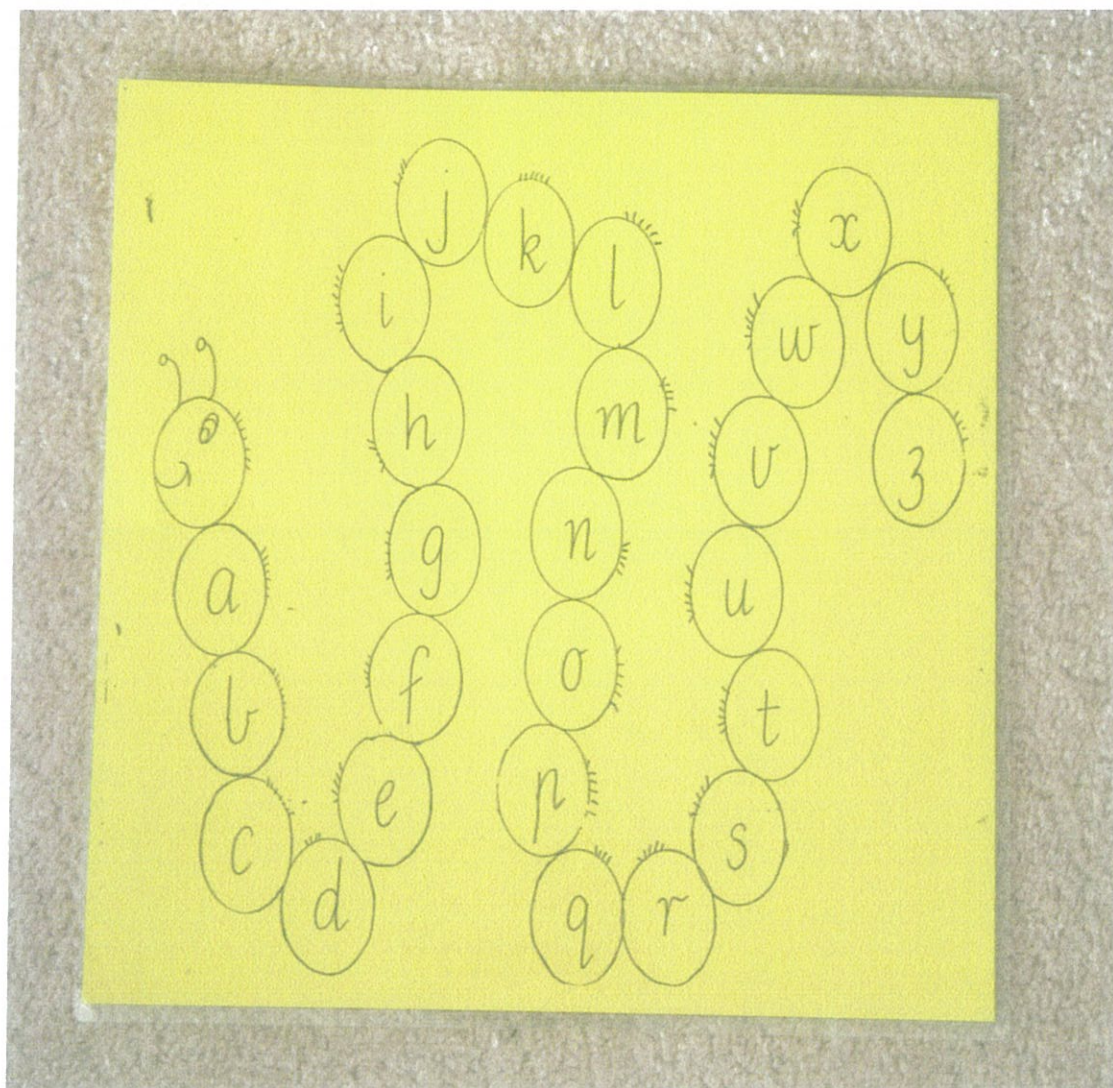
I went to  school.



Flashcards of high frequency words assist students' recall of words. In addition, when these words are used in a sentence this create meaning and a context to support students' understanding.



A Word and Picture list of everyday objects and actions is very supportive to EAL students. The context of these words are very relevant to EAL students.



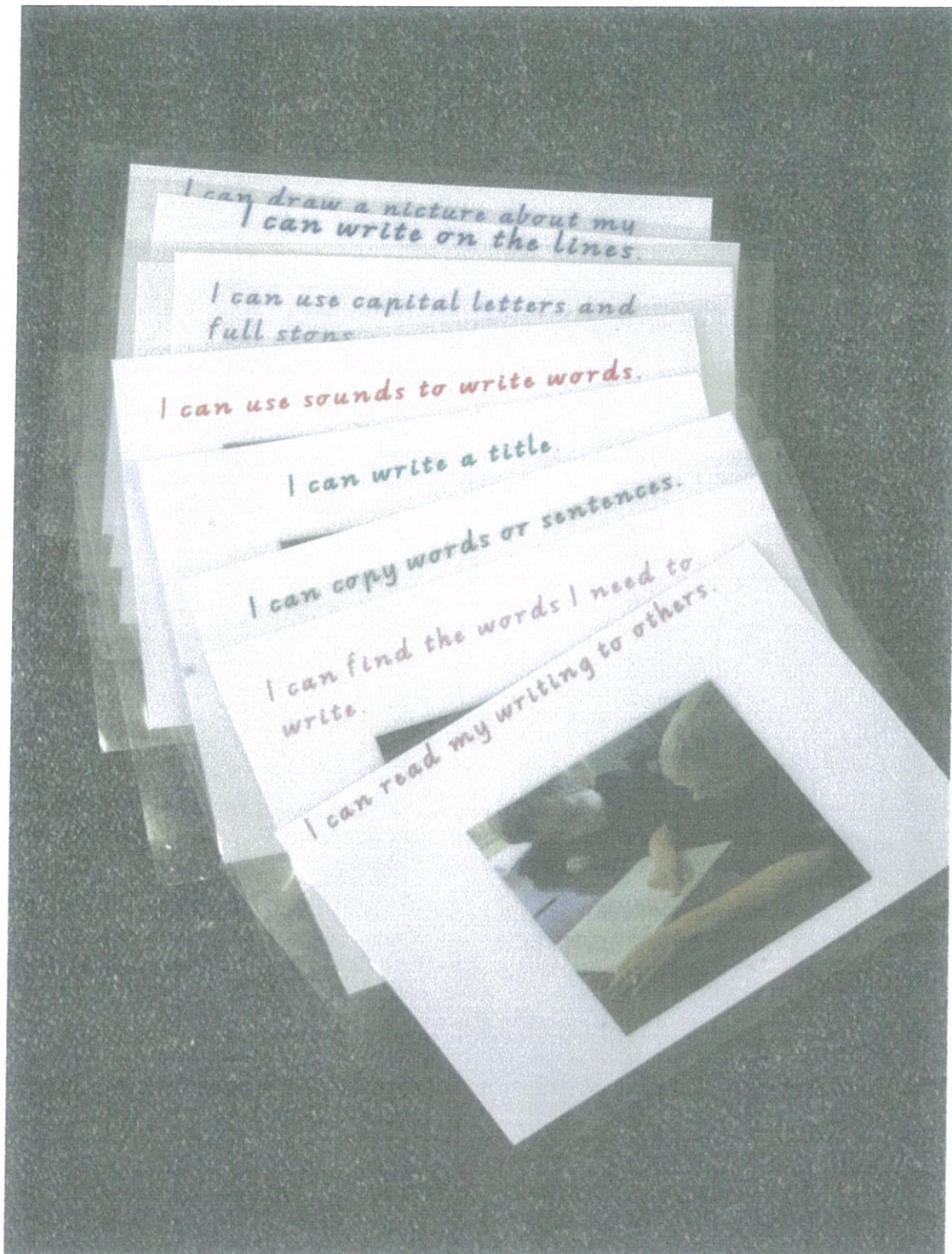
An Alphabet Caterpillar enables the teacher or student to colour in the letter segment of the body as the student demonstrates their skill in recognizing the appropriate sound and letter name. It demonstrates to the student what letters they know and where to next in their learning.



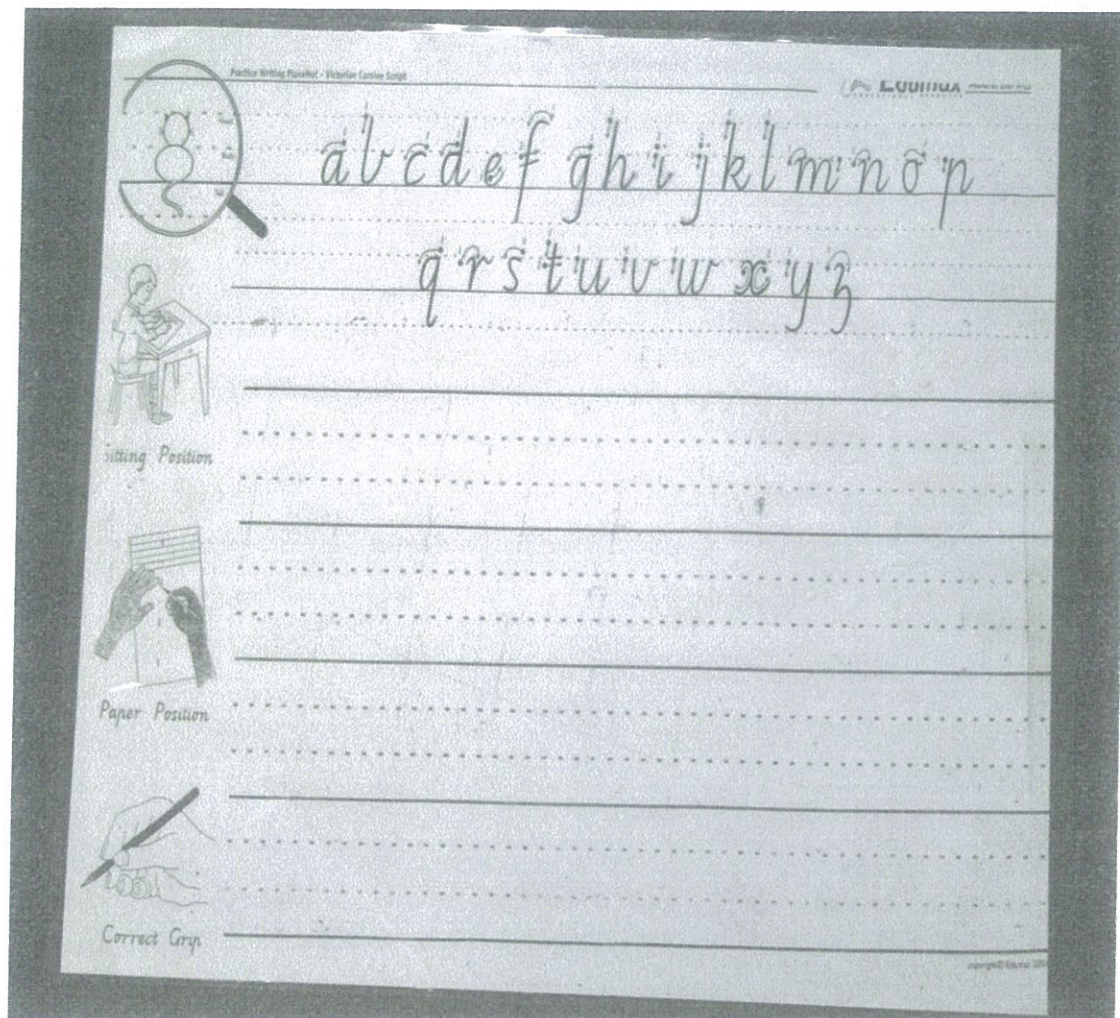
Think Board Program can be used to communicate to students a procedure or instructions/directions through pictures and appropriate words.



Pictures demonstrating the meaning of key vocabulary which are very important to EAL students. An understanding of these words is fundamental to many classroom directions and instructions on how to complete learning activities.

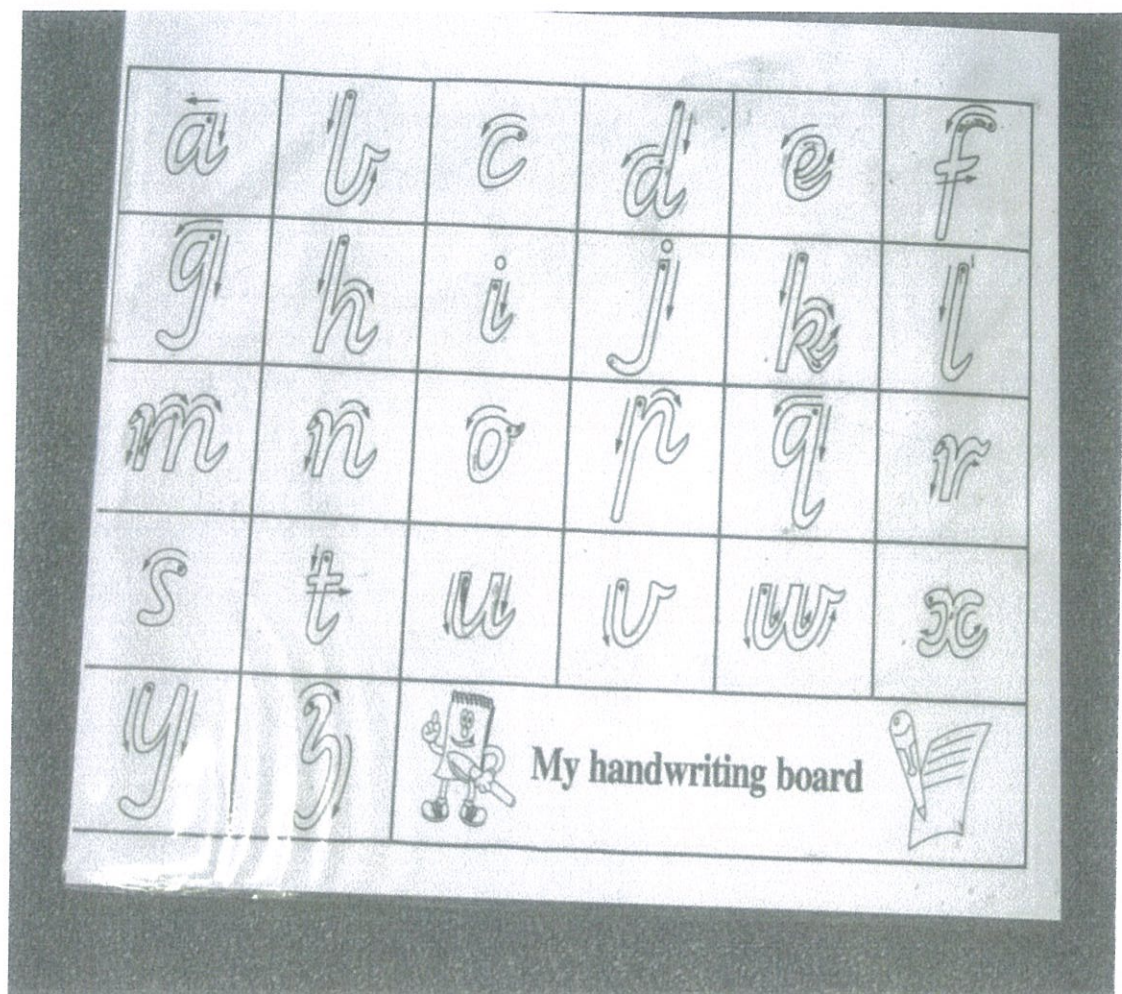


Students can refer to these flash cards of “ I Can ” Statements which provide a photo and written sentence of the expected behaviour. This scaffolds the students’ learning as it provides both the written words and a pictorial reference for the student.



Handwriting sheet which demonstrate with pictures the key information about how to sit and hold the pencil.

With explicit teaching, the dotted third lines scaffold students' correct letter size, correct letter formation and starting/finishing point.



Laminated sheets on which students can write support correct letter formation. These indicate the correct starting / finishing positions and formation of lower case letters in English alphabet.

Activities for TALKING TINS.

Purpose- To speak with clarity.

Student looks at a selection of prompts ie pencils, books, ruler- then says sentences about the visuals- The books are on the table. The pencils are beside the book.

Purpose- To retell stories in correct sequences.

Prompted by sequence of pictures, student retell the story (a story they are familiar with, have read in class)

Purpose- To organize ideas/descriptions logically.

Student selects a classmate to describe- what their name is, what they look like, what they do.
Student talks about themselves, their name, grade, family, favourite things/food, friends.

Purpose- To support the skills of observations.

Student selects from a collection of objects some items and describes this.

This is repeated but student does not say name of object. Partner listens to recording & identifies object from description

Purpose- To present information correctly sequenced

To talk about their week end, a recent special event, what they did at school yesterday.

Purpose- to read a simple sentence with a partner to increase awareness of word order

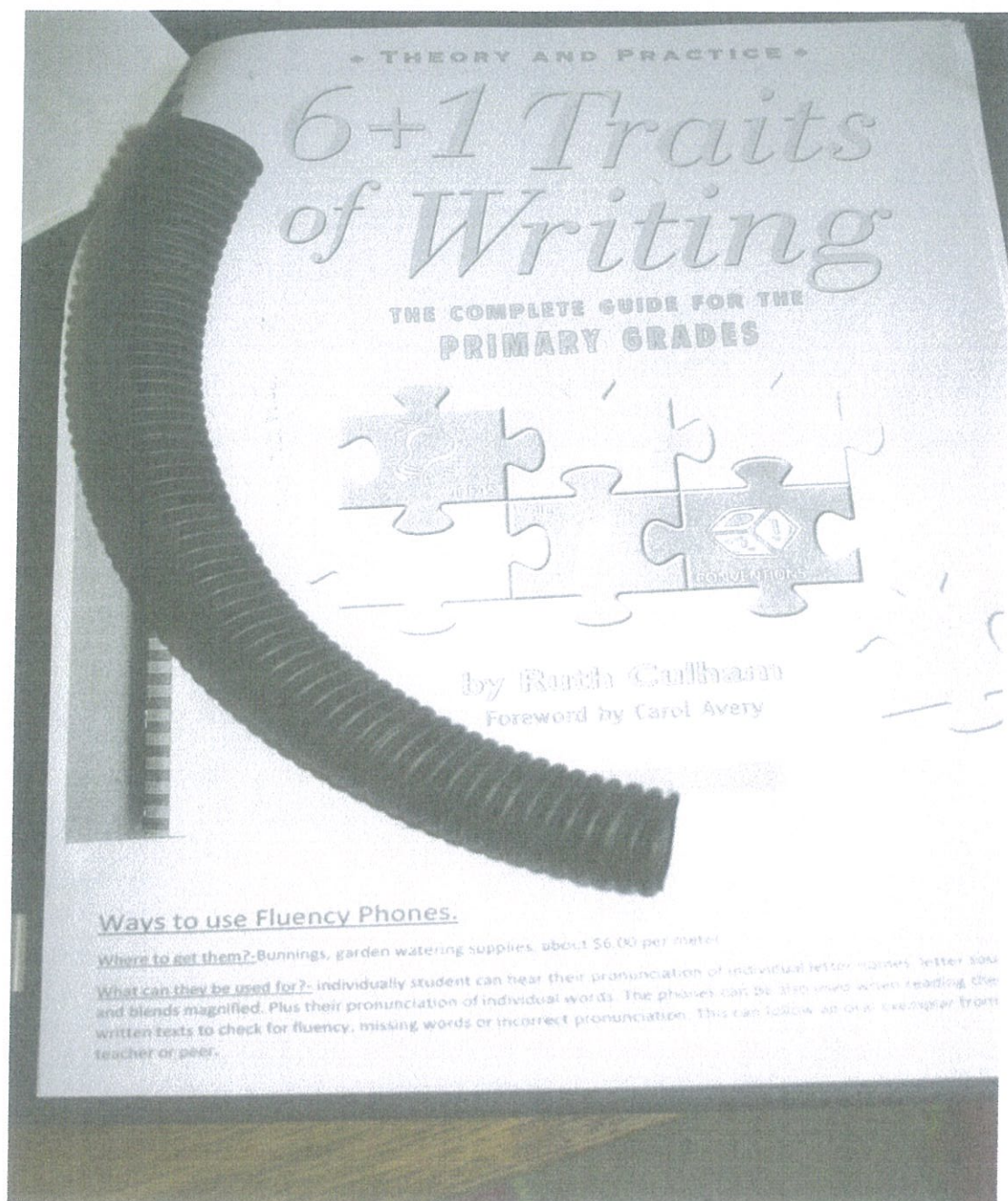
With a partner read a simple sentence alternating words using the one to go

Purpose- To encourage oral speech with a partner

Student says a simple sentence - The girl went home. The partner repeats this simple sentence into their tin lid but changing one word- the girl went to school. Cycle repeated



A student can record their voice when using oral dialogue or reading a book then replay their efforts for instant feedback. Students can manipulate these devices by pressing buttons and they can record up to 10, 20 or 30 seconds.

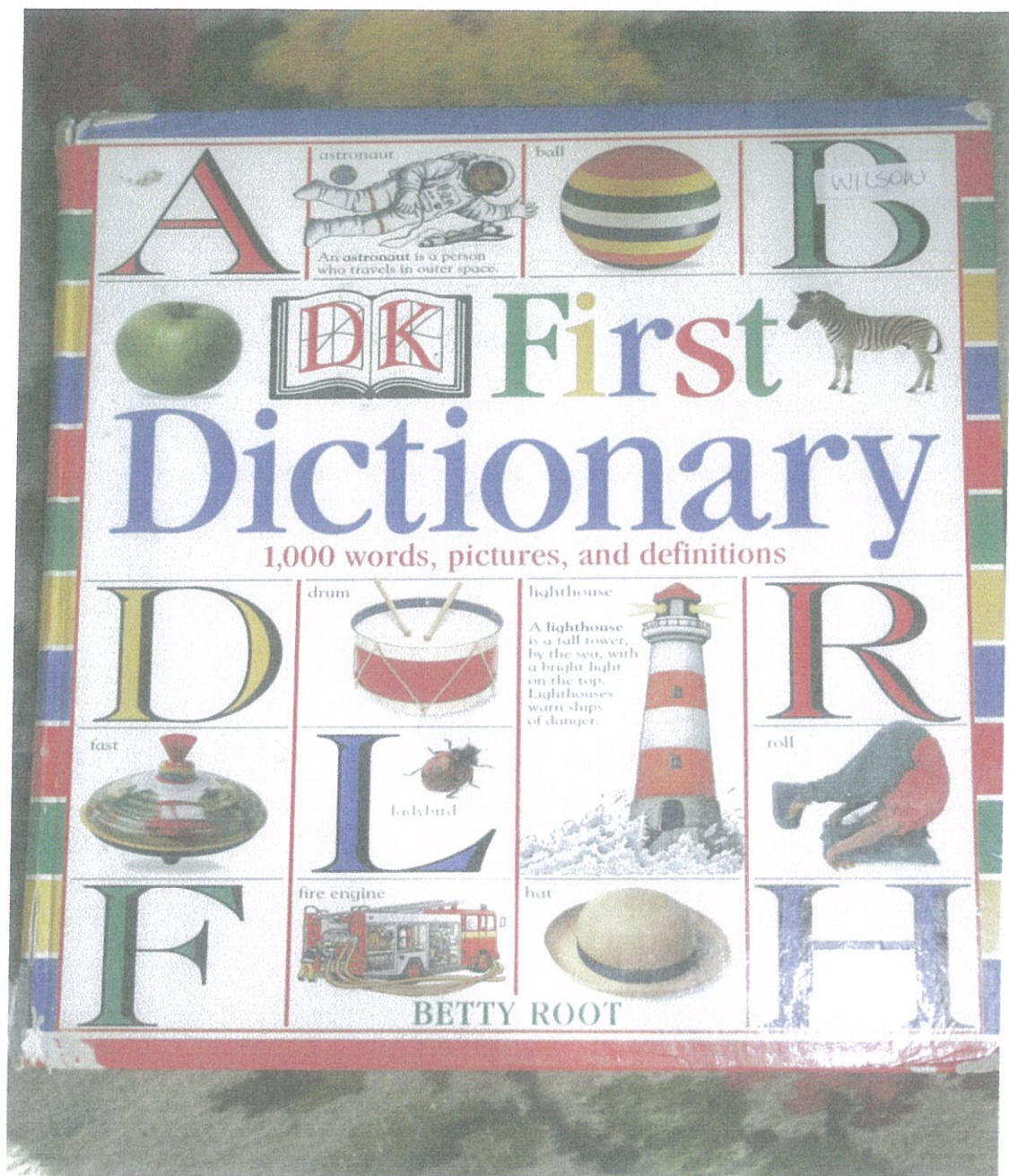


Ways to use Fluency Phones.

Where to get them? Bunnings, garden watering supplies, about \$6.00 per meter

What can they be used for? Individually student can hear their pronunciation of individual letter names, letter sounds and blends magnified. Plus their pronunciation of individual words. The phones can be also used when reading the written texts to check for fluency, missing words or incorrect pronunciation. This can follow an oral exemplar from teacher or peer.

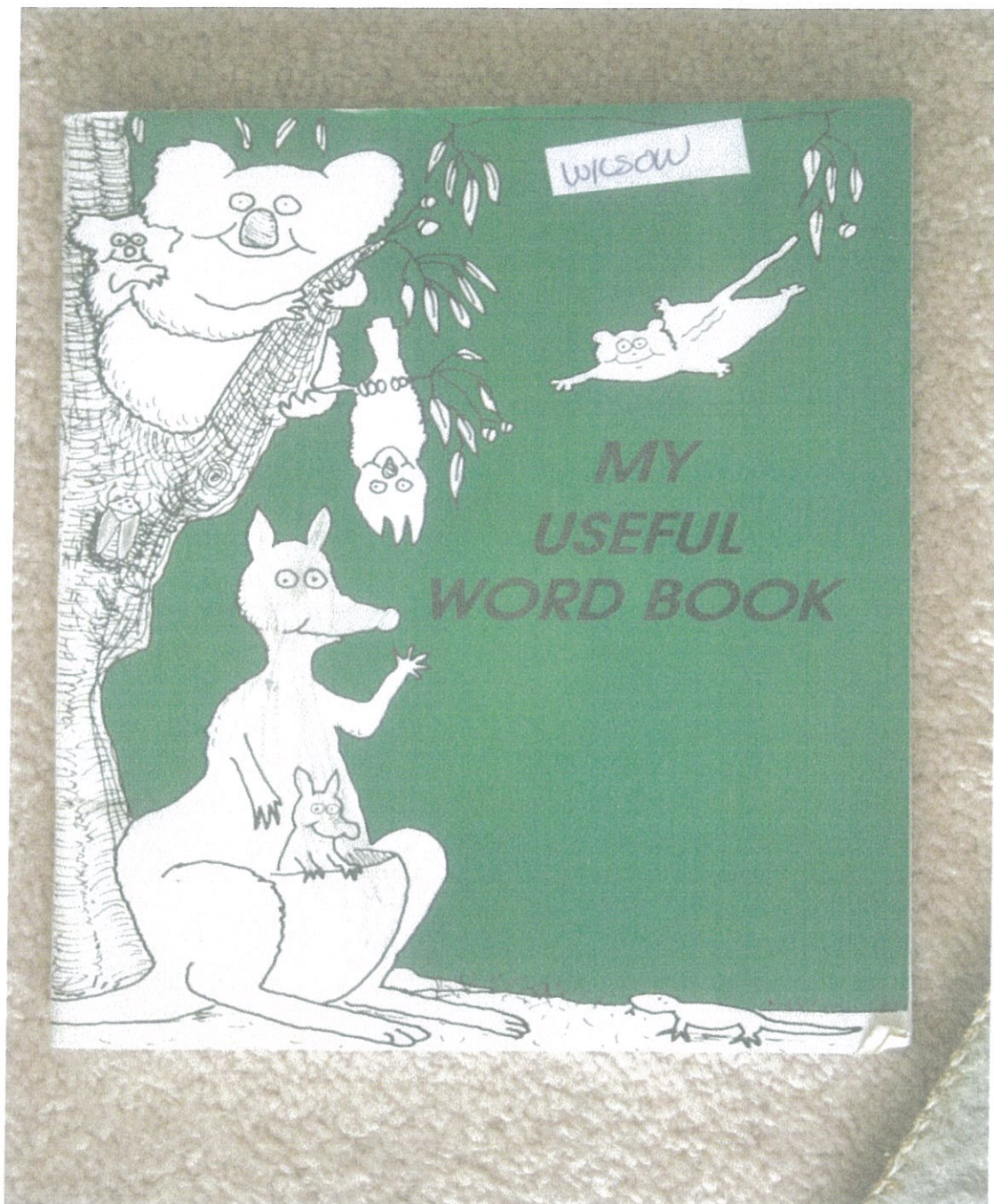
A student can use a Fluency Phone to hear the individual letter sounds and names. In addition students can read into the phone and hear the fluency, intonation, stress and word pronunciation they use.



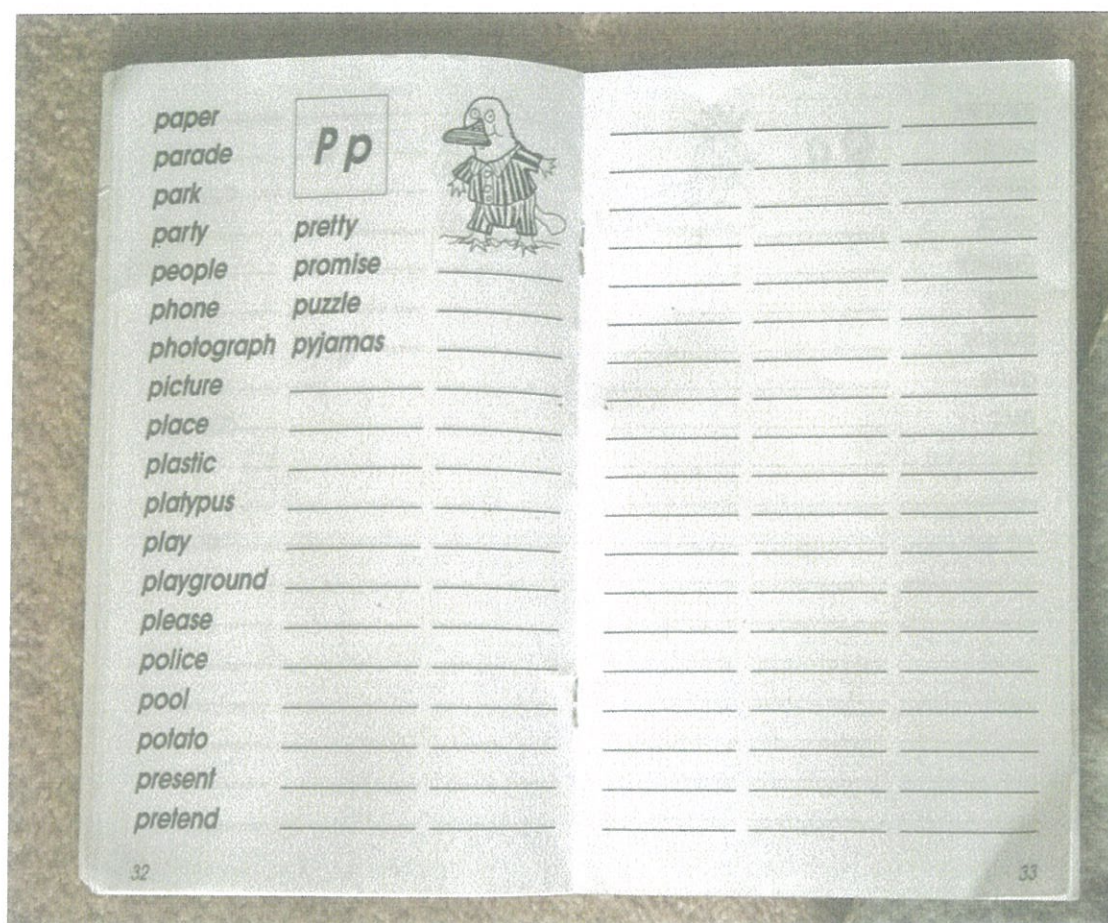
A picture dictionary provides the meaning of words which may be introduced to an EAL student. The written definition is supported by a picture.



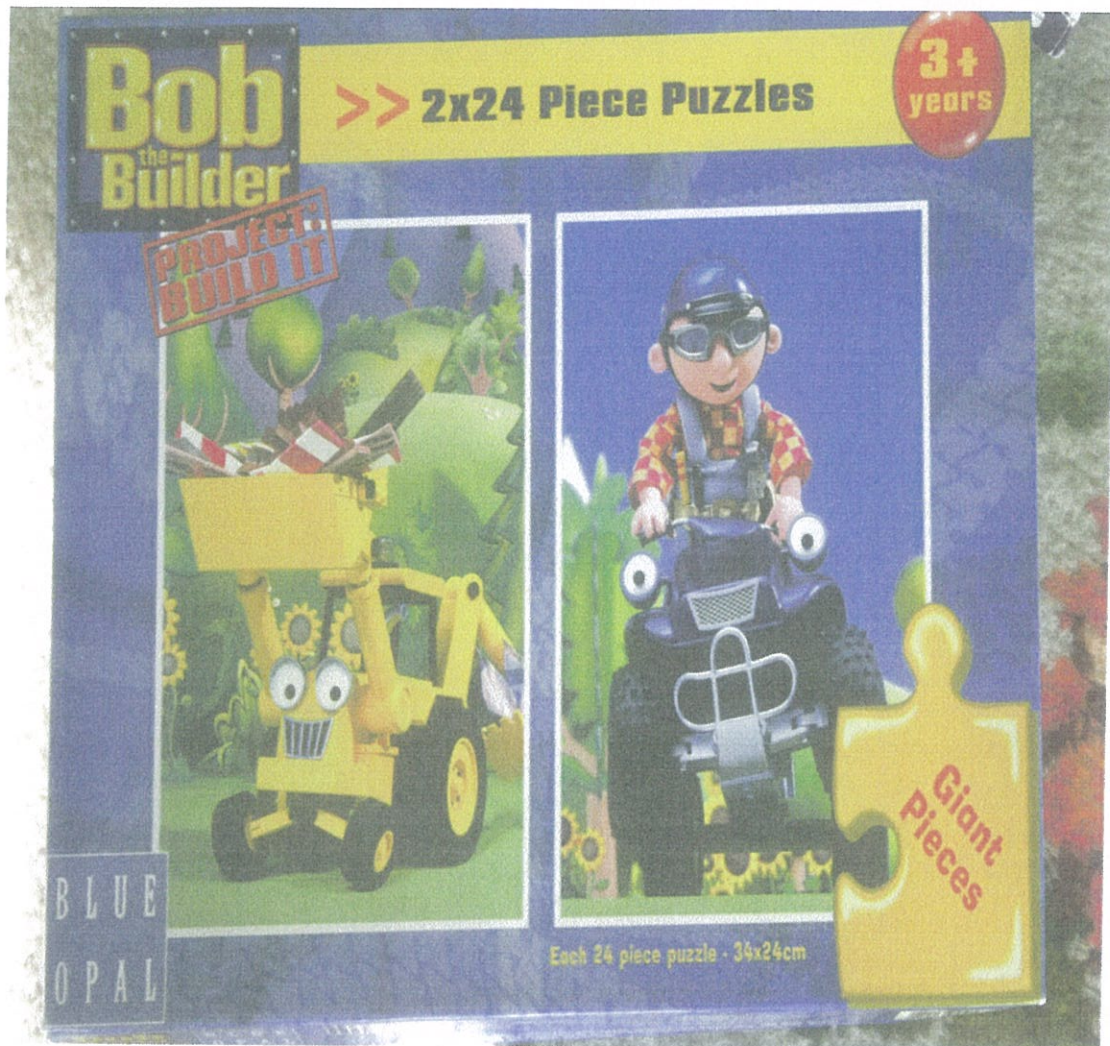
A picture dictionary provides a visual and a written sentence explaining meaning of words. The complexity of text and style of font must be suitable according to the EAL students' learning needs.



A personal word dictionary supports EAL students to record their own written words they require in their text construction. This resource could be included in their homework spelling or the Look, Cover, Write, Check spelling strategy.



The pages of the Individual Dictionary contain lists of many words in alphabetical order that ESL students may include in their written and spoken texts. This dictionary scaffolds students in how to use a conventional dictionary.





































































EAL students benefit from the challenges of jig-saw puzzles in developing their fine motor skills and special awareness. The behaviour expectations of how to complete a puzzle may need to be explicitly taught to students.



Puppets are a valuable resource to support students' oral skills. By assuming the personality of the puppet, students can be more comfortable in having a conversation with an audience. By using body actions students may be encouraged to take further risks with their learning.

② Peel the fruit. with a peeler

ALPHABET letters and words.

Aa	apple 	and 	ant 
Bb	Boe Meh 	bottle 	black  brook 
Cc	car 	candle 	cat 
Dd	Da Reh 	dog 	duck 
Ee	eight 	elephant 	egg  ear 
Ff	four 	feather 	foot  flag 
Gg	girl 	grapes 	guitar 
Hh	hoop 	hand 	head 
Ii	ice 	ice-cream 	insect 
Jj	jumper 	jet 	joey 
Kk	key 	kangaroo 	knee 
Ll	ladybird 	lion 	long 
Mm	mouse 	mouth 	man 
Nn	nest 	nurse 	
Oo	oven 	on 	off  over 
Pp	purple 	pencil 	pumpkin  potato 
Qq	queen 	quick 	
Rr	rainbow 	rabbit 	ring  red 
Ss	snail 	shoe 	sun 
Tt	turtle 	table 	tiger 
Uu	umbrella 	uniform 	under 