preLAS
INSTRUCTIONAL STRATEGIES

preLAS ORAL LANGUAGE COMPONENT

Simon Says

COMPONENT: Simon Says

CONTENT TESTED: Receptive Language—Listening Comprehension

Ability to follow oral directions

1 Use picture books with content on following directions, such as *Move Your Body! My Exercise Tips* by Gina Bellisario (author) and Renée Kurilla (illustrator).

Teacher models the directions from the text as he/she reads to students; students mimic the teacher. The goal is for students to learn the movements so that when the teacher reads the text without modeling the movements, students can demonstrate the movements they are prompted to do as the text is being read. Challenge students by changing the order of directions and/or adding classroom directions.

CONTENT TESTED: Receptive Language—Following Directions

1 Use songs and chants to have students sing and dance to the directions given by the tunes.

2 Students interact with text from a book. For example:

- The teacher distributes pictures/illustrations from the book and asks students to find them in their own book.

- Students engage in a whole-class story retelling. The teacher rereads the story as students listen. When the event of the story is read, students go up to the board and place their picture in the order in which the story is being read.

- This activity will begin to introduce students to a sequence of events. The teacher is encouraged to begin to use academic vocabulary during this activity.

3 Post sentence stems to support students' language production. For example:

- What happened first in the story?

- Who has the picture?

- Students answer using their own words, pointing to pictures/ illustrations.

- Use of native language can be acceptable if it aligns with the school's instructional plan.

- Have students work in partnerships.

- Encourage students to answer in complete sentences.

COMPONENT: Simon Says

CONTENT TESTED: Receptive Language—Total Physical Response (TPR)

1 The teacher can extend the use of the Simon Says component by utilizing TPR for any directions. For example: "Teacher says pick up your books" while picking up a book.

2 The teacher chunk or scaffold directions as she is using TPR. Chunking directions and TPR are two powerful tools that can help students' understanding of directions being provided and content being taught.

MORE SIMON SAYS ACTIVITIES:

Silly Game Phrases: https://drc.tiny.us/yte8sxmk

Fun and Educational Phrases: https://drc.tiny.us/ycyytmdy

Art Show and The Human Body

CONTENT TESTED: Expressive Language—Vocabulary

Ability to produce oral vocabulary and verb phrases at appropriate level of development

Promote students' ability to produce oral vocabulary by doing the following:

1. Allow students continuous exposure to words through games, chants, songs, poems, and a print-rich classroom environment.

2. Environmental print: Bring the outside world into the classroom. Post words and signs students see in their everyday lives; teacher can add some of his/her own. Students can also bring their own words.

3. Do classroom "vocabulary walks" to discuss posted environmental print.

4. Students must have knowledge and understanding of all posted vocabulary, so that they can use the words as learning tools when they speak and write. Avoid posting words that are meaningless to students.

5 Post all vocabulary in written form with a visual next to it, especially if it is a brand-new word. Include a verb phrase containing the word in it. Create the verb phrases with students to model appropriate use of language orally and in written form.

6 Post the word in English and the students' native language, if possible. Color code languages to avoid confusion. For example: all English words in green, all Spanish words in blue.

7 Use cognates to create connections between words students may already know in their native language and the English language (chocolate – chocolate).

8 Utilize the question stems from the *pre*LAS Art Show or The Human Body components; ask "What is this?" and "What can you do with it?" when pointing to pictures in the classroom so that students become familiar with what the questions are asking.

9 Use music and movement to identify key vocabulary. For example, use "Heads, Shoulders, Knees & Toes" (lyrics available in English and Spanish): https://drc.tiny.us/2p9d2bdb or check out a short video here: https://drc.tiny.us/2p8pexz6

CONTENT TESTED: Expressive Language—Semantics
(meaning of words, phrases, sentences, or texts)

Ability to produce oral vocabulary and verb phrases at appropriate level of development

Promote semantics by doing the following:

1 Teach students to rate their knowledge of a word. For example:

1 I have never seen the word	2 I have seen the word but don't know what it means	3 I know the word

2 Post phrases used in the classroom.

3 Teach and post sentence starters.

4 Language experience approach:

- Students live an experience in the classroom and then share with the whole group their own interpretation of the experience.

- Teacher guides discussion through questions and annotates students' responses on chart paper in the form of a story or paragraph. Changes are made to convey the right meaning.

- At the end, students and teacher read the story.

- Students take the story home and read it to their parents, their siblings, their stuffed animals, etc.

Say What You Hear

COMPONENT: Say What You Hear

CONTENT TESTED: Receptive and Expressive Language—Morphological and Syntactical Features*

Ability to repeat specific morphological and syntactical features

1. Expose students to the rhythm, rhyme, and repetition of the English language. Use chants, rhymes, songs, and word parts such as affixes, root words, word endings, etc.

2. Have students play word games such as "Quick Erase" (erase the first letter of the word quickly to make another word; have students read words [sat, mat, bat, etc.])

3. Say What You Hear Activities:

> **LISTENING ACTIVITIES FOR KIDS:**
>
> https://drc.tiny.us/2p877rnp
>
> Listening Games: https://drc.tiny.us/2v6xhn4j
>
> Building Good Listening Skills: https://drc.tiny.us/5c932pwc

* Morphology is the study of words and word parts. Syntax is the order of words to form phrases and sentences.

Let's Tell Stories

preLAS ORAL LANGUAGE COMPONENT

COMPONENT: Let's Tell Stories

CONTENT TESTED: Receptive and Expressive Language—Storytelling; Natural Language Production; Sequencing of Events; Demonstration of Syntax; Vocabulary

Ability to produce complete sentences

1. Model expectations for students and expect students to implement consistently. When students make a statement or ask a question, encourage and expect them to use complete sentences.

2. Post sample sentence frames at students' eye level for students to refer to.

3. Encourage students to bring their favorite items from home to share with the rest of the class using complete sentences.

   - Have students sit in a large circle and give everyone a chance to share.

   - As students' language proficiency continues to develop, students can sit in Cooperative Learning circles (4–5 students) and share with the other students.

   - Teacher monitors and sits with different groups to engage and provide feedback.

COMPONENT: Let's Tell Stories

Ability to retell a simple narration with picture cues

1 Graphic organizers, thinking maps, and visuals are excellent tools to support story retelling. Begin by introducing the beginning, middle, and end of the story.

2 Have books, texts, poems, songs, etc. posted and displayed all over the classroom, and have students "read" to their strategic partner using picture cues from the reading materials.

3 Finger Puppets: https://drc.tiny.us/bddm95dw

4 Dramatic Play

5 Sequencing Games/Cards

6 Describe and Drive (Receptive and Expressive Language): https://drc.tiny.us/2mky7h2f

7 Describe It (Practicing Receptive and Expressive Language): https://drc.tiny.us/3rjp9ywb

8 Snake Stories (Story Retelling): https://drc.tiny.us/bdezx97x

COMPONENT: Let's Tell Stories

Ability to be understood by adults

The effectiveness and/or clarity of student interactions and communication will depend on students' level of English proficiency. Encourage language production by:

- Praising and rephrasing.
- Focusing on the message rather than the form of the message.
- Maintaining a positive classroom environment that promotes language production.

FORMATIVE ASSESSMENT SUGGESTION:
Teachers are encouraged to use the *pre*LAS Holistic Scoring Rubrics for ongoing progress monitoring.

Pre-Literacy Component Strategies

COMPONENT: Pre-Literacy Component Strategies

CONTENT TESTED: Receptive and Expressive Language—Letter Recognition

Ability to identify uppercase and lowercase letters

1. Language experience approach: Students engage in a classroom experience/activity and then share with the whole group their own interpretation of the experience/activity.

- Teacher guides discussion through questions and annotates students' responses on chart paper in the form of a story or paragraph.

- As the teacher records the students' input, the teacher uses the opportunity to discuss uppercase and lowercase letters and explains "the why."

- Teachers can use different color markers to distinguish uppercase and lowercase letters. Ensure proper use of terminology.

- Teachers can also include students as part of the discussion by having them go up to the chart paper and circle an uppercase letter or correct an uppercase letter that should have been a lowercase letter.

- Changes are made to the story as needed.

- At the end, students and teacher read the story. Students take the story home and read it to their parents, siblings, stuffed animals, etc.

2 Use picture books such as *Chicka Chicka Boom Boom* by Bill Martin Jr. (author), John Archambault (author), and Lois Ehlert (illustrator) to engage students in differentiating between uppercase and lowercase letters.

3 Students can trace letters using materials such as foam, sand, paint, etc. to help them retain the difference between uppercase and lowercase letters.

4 Pick a Letter from the Tree (Letter Recognition): https://drc.tiny.us/2797zuhz

COMPONENT: Pre-Literacy Component Strategies

Number Recognition

Ability to identify numbers

1 Introduce numbers one at a time.
- When introducing numbers, state the name of the number.
- Have students repeat it to the teacher and to each other.
- Teachers discuss with students how their mouths produce the name of the number.
- Give students a mirror and have them practice. This is an excellent way to promote proper pronunciation.

2 Have students manipulate the numbers with hands-on items.

3 Post the number along with the written name of the number.

4 Have students identify the number that represents their age.

Number Concepts

Ability to conceptualize numbers

1. Visuals, manipulatives, repetition, dot cards, and the proper use of academic math vocabulary can support students' conceptualization of numbers.

2. Connect students' own experiences to numbers. Provide examples such as how many items are in the classroom, etc., and write the concept down.

3. Remember to promote math as a process as opposed to focusing on finding the right answer.

4. Engage students in conversations about numbers.

COMPONENT: Pre-Literacy Component Strategies

Color Recognition

Ability to recognize primary and secondary colors

1. Give students the opportunity to explore and experiment with colors.

2. Label the names of the colors and classify them under primary and secondary colors.

3. Ensure their knowledge of the primary colors, then all the rest of the colors will become secondary.

4. Use this opportunity to promote language and proper pronunciation.

5. Have students share their favorite color(s) and have them bring items from home or cut items from magazines that have their favorite color.

6. Have students say their favorite color and indicate if their favorite color is a primary or a secondary color. Encourage students to use complete sentences by posting a sentence frame that students can refer to. Pointing is acceptable for level 1 students.

Recognition of Geometric Shapes

1. Introduce geometric shapes through pictures, shapes, and labels. Post these on word walls.

2. Describe the geometric shapes to help students identify and find geometric shapes in the classroom.

3. Use the concept of geometric shapes to teach position. For example, "Go stand in front of the square box."

4. Have students draw their geometric shapes and label them.

COMPONENT: Pre-Literacy Component Strategies

Spatial Relationships

Ability to identify position relationships such as in front, beside, underneath, etc.

1. Use TPR and body movements to have students identify position relationships. Big boxes are ideal to teach position. Students can get inside the box, outside the box, beside the box, etc.

2. Promote listening by having students follow simple directions using paper and cardboard shapes. Ask them to paste a circle in the middle of the page and a box on top of the circle, etc.

3. Have students create their own abstract picture using shapes.

   - Guide their creation by providing specific instructions such as: "You can only use three triangles and two circles," or "Find a way to place them one in front of another".

   - Have students share/present their creation by providing them with sentence stems to promote complete sentences.

   - Provide them with sentence stems to promote complete sentences.

4. Post a Spatial Relationships word wall with the terms and pictures.

Recognition of "Sight Words"

Ability to identify common sight words

1. Provide opportunities for students to see sight words embedded in meaningful phrases and/or sentences.

2. Have students own their own set of index cards with the sight words. Put the cards on a ring and have students drill the sight words while in line for lunch, or have them take them home and practice when they go to places with their parents, while riding in the car, etc.

3. Play games with the words such as Concentration, Bingo, etc. This will increase the exposure and thinking about the words.

4. Chunk the introduction of the words.

5. When introducing the words, look for word patterns, words with the same endings, and words that begin with the same letter. Although the idea is for them to recognize the words without sounding them, this recommendation will increase the chances of instant recognition.

Dictation of "Sight Words"

Writing own name and age

1. Expose students to their written name as many times as possible. Have their names posted on their desks and all of their belongings.

2. Students can practice the alphabet by writing their names.

3. Provide opportunities for students to write their names using different instructional materials (sand, foam, etc.).

4. When working with numbers, have students recognize the number that represents their age. Have them share in complete sentences.

COMPONENT: Pre-Literacy Component Strategies

Writing "sight words" from dictation

1. As students progress in their learning of sight words, have them create their own sight word index cards.

2. Have students practice in strategic partnerships.

3. Chunk the number of words you dictate.

4. Have students play competitive games while dictating for them.

Ability to demonstrate internalized command of grammatical constructions

1 The teacher models creating sentences with students.

- Teacher dialogues with students as she is creating the sentences or phrases, highlighting proper syntax.

- Post class-created sentences so that students can refer to them during lessons. This will encourage students when creating their own writing.

- Keep the sentences/phrases short, and depending on students' levels of English proficiency, accept inventive spelling.
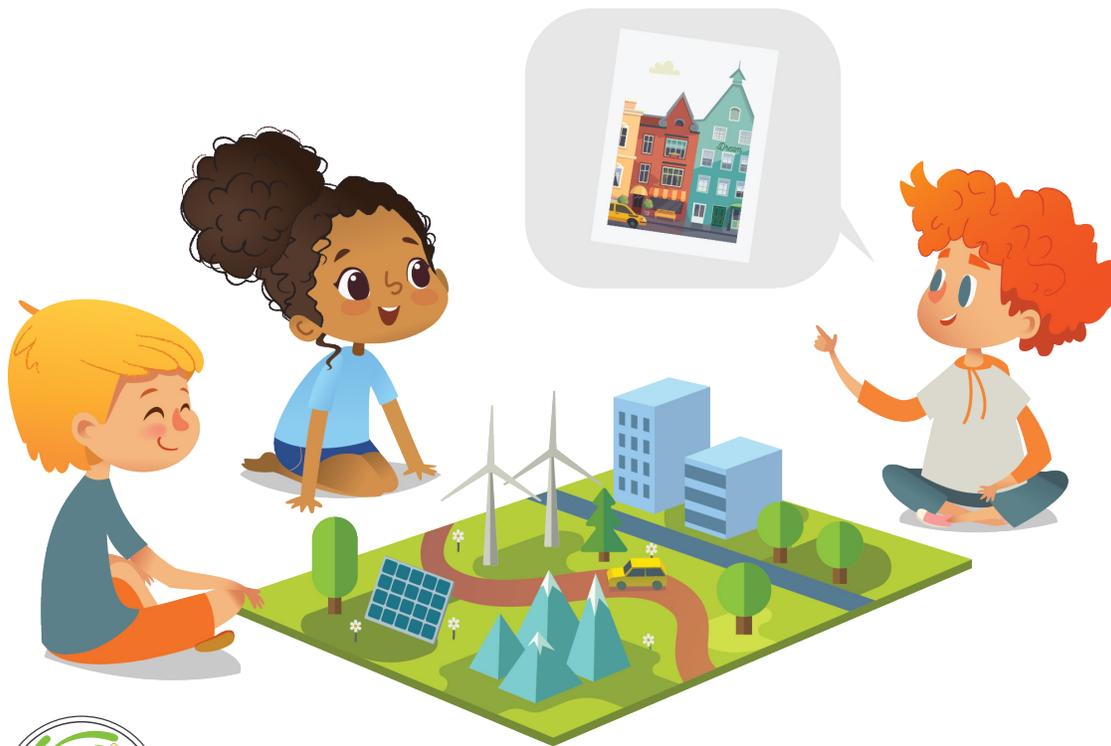
Additional Resource:

Kagan Cooperative Learning Structures
https://drc.tiny.us/45kwbdry

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