

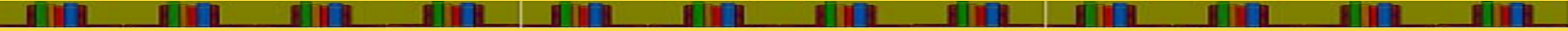


# Using Children's Literature with ESL Students

# Contents of Presentation

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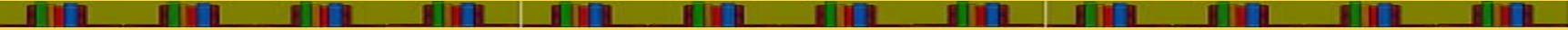
- Why Use Children's Literature?
  - Interactive Read Aloud
    - Preparation
    - Pre-Reading
    - During Reading Interactions
    - Post-Reading (Follow-up activities)
  - Questions and Comments
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*Good pictures are as close to universal language as the world is likely to get...picture books are an invaluable aid to communication across linguistic lines.*

Reid, 2002, p. 35





Read-aloud provides an opportunity to simplify text, use gestures, expression, and intonation to aid comprehension and engagement.



# Why Use Children's Literature?

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- Natural and engaging language experience
  - Engagement for multilevel and multi-age groups
  - Universal themes
  - Simple language
  - Manageable story length
  - Illustrations
  - Vocabulary in context
  - Skills and strategies development
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## Why Use Children's Literature? (cont'd....)

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- Integration of language skills: reading, listening, speaking, writing
  - Heightened interest in books and reading
  - Cultural knowledge (Western and other cultures)
  - Multicultural stories – students see themselves
  - Text to self discussion – may lead to opening up about students' experiences
  - Exposure to literary terms and appreciation of literature
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## Why Use Children's Literature? (cont'd....)

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- Figurative language and cultural metaphors
  - Content links
  - Visual art appreciation
  - Springboard for follow-up activities
  - FUN !
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## K- 6 ESL Beginners

Language in context, language rich experience

Listening, Speaking, Reading, Writing

Basic Vocabulary

Cross-curricular outcomes

Oral language development

Concepts about print

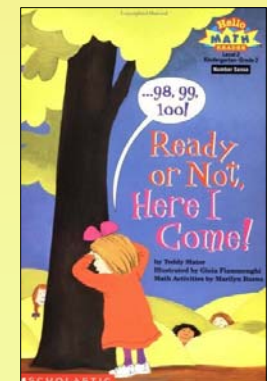
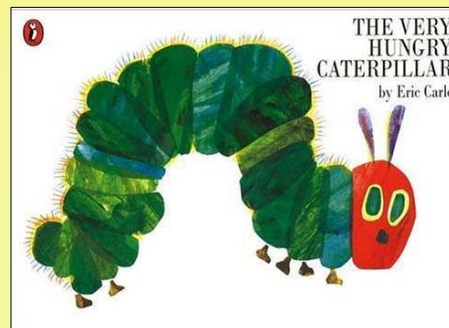
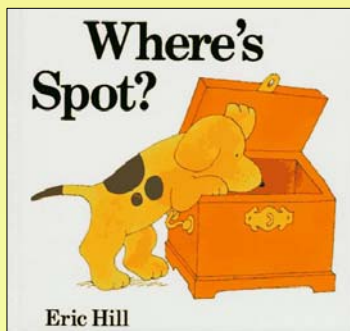
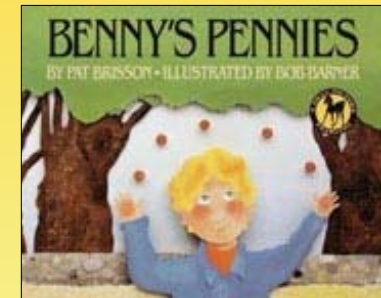
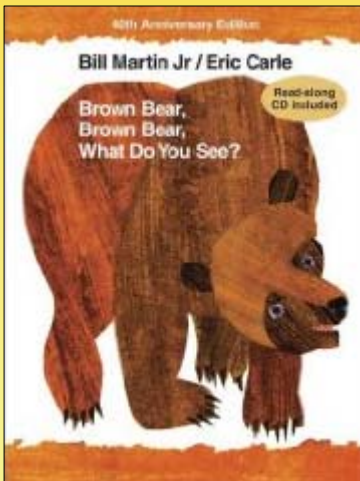
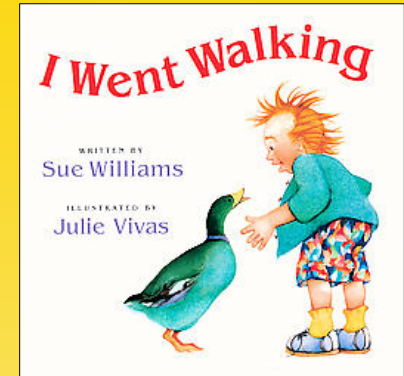
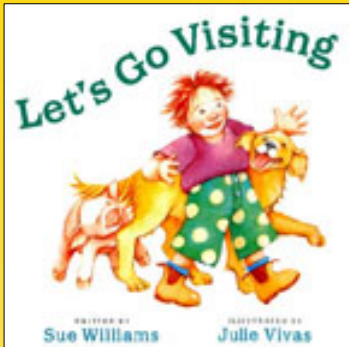
Foundation for reading strategies

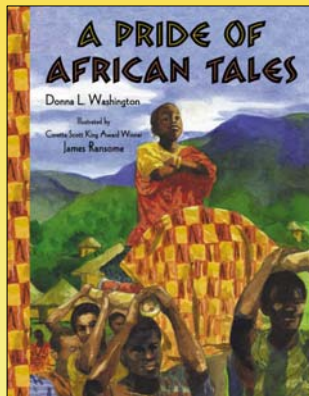
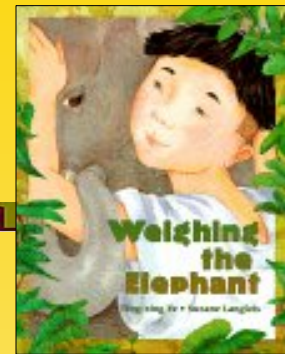
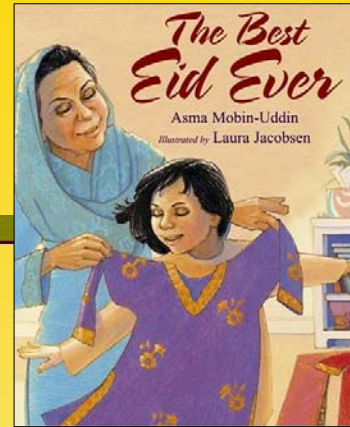
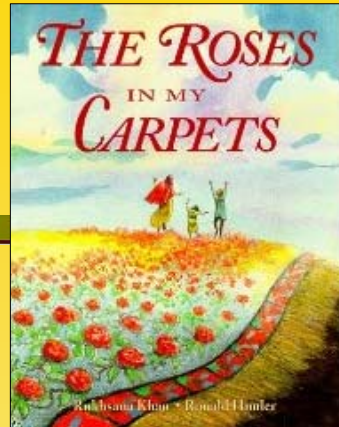
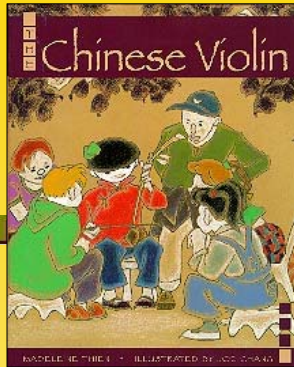
Repetitive and predictable text

Simple sentence structure

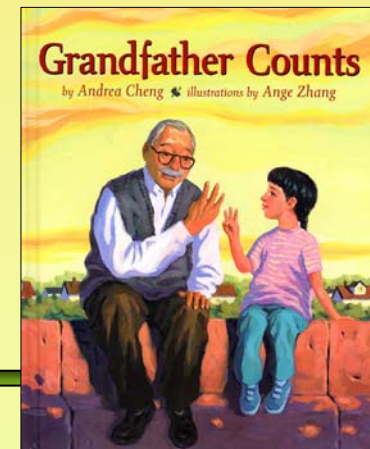
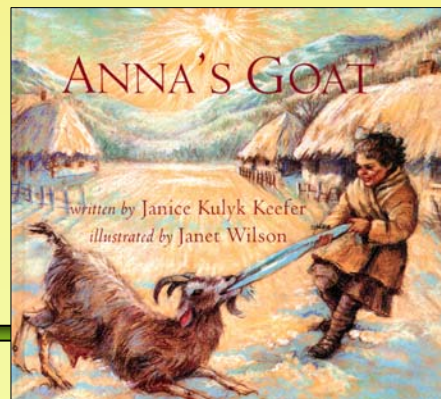
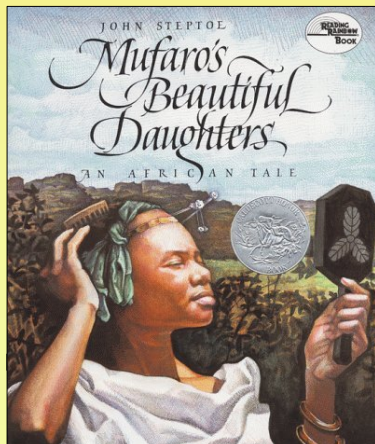
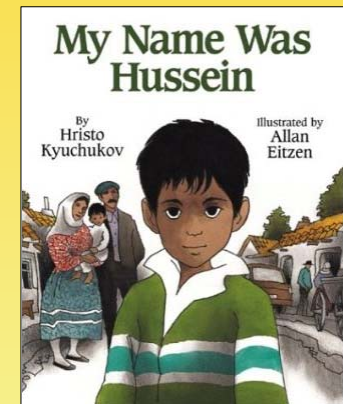
Lots of possibilities for extension activities

Enjoyable and engaging





Multi-age and multilevel groups  
8-18 year olds



# Preparation for Interactive Read-Aloud

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- Read the book several times.
  - Consider a limited number of specific outcomes.
  - Select words for vocabulary focus.
  - Consider pre-reading.
  - Consider interactive comprehension questions or prompts.
  - Consider specific interactive questions or prompts to support outcomes.
  - Consider after-reading activities to support content and language outcomes.
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# Pre-Reading Activities

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- Generate prediction based on the cover picture and title.
  - Encourage students to bring their own experiences.
  - Read author and illustrator names.
  - Read the inside flap and author info for adolescent students.
  - Introduce some key vocabulary needed for comprehension. Encourage students to figure out the meaning through illustrations and context.
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# During Interactive Read Aloud

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*...children do not learn from demonstration by passively absorbing information. To learn, children must become engaged with the demonstration.*

Barrentine, 1996, p. 38

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# Small Group Discussion

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List some purposes for interacting with students during the read-aloud.

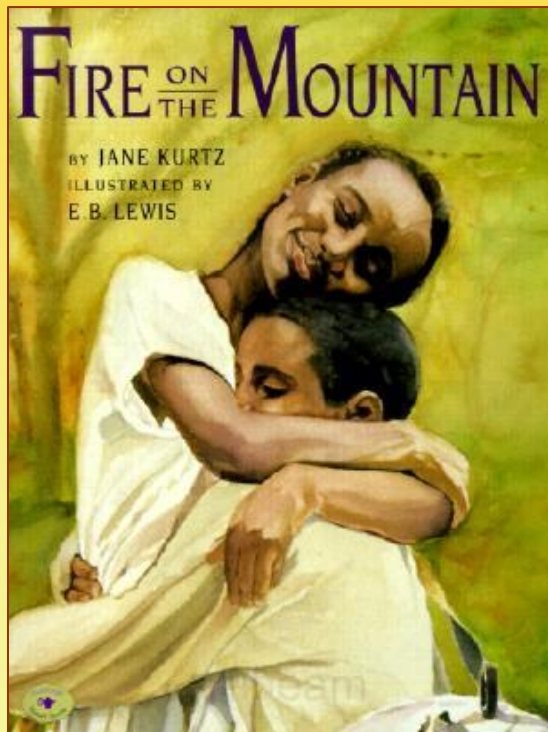
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# Why interact?

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1. Interact to engage students
  2. Interact to check or extend comprehension
  3. Interact to teach strategies
  4. Interact to teach vocabulary
  5. Interact to teach about stories
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# Interacting with “Fire on the Mountain”



In the high and beautiful mountains of Ethiopia there once lived a dreamer named Alemayu...



## 1. Interact to engage students

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“Someday,” he said aloud to the sheep, “I will have a bag of money.”

- Heighten interest by asking listeners to predict. “Do you think he will have a bag of money?”
- Affirm success by asking beginners to find an object in the illustration.
- Ask questions to guide comprehension.

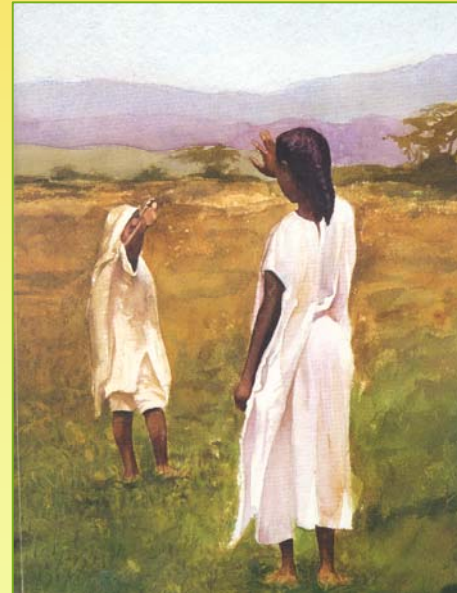


## 2. Interact to check or extend comprehension

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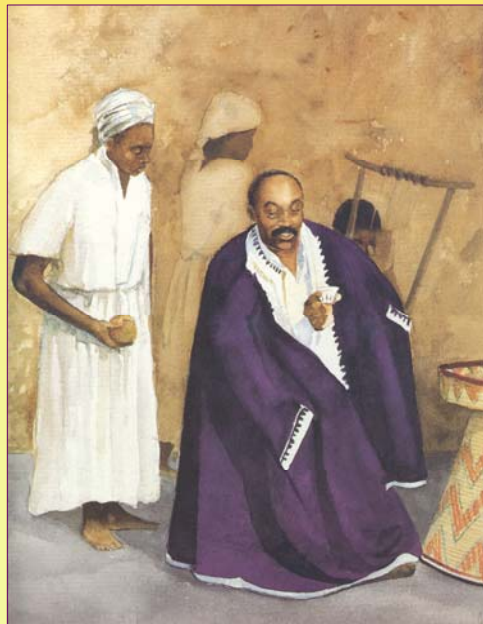
That evening Alemayu's sister kissed him, and Alemayu set out with only a *shemma* wrapped around him and his flute in his hand...

- “Where does Alemayu have to go?”
- “What can he take with him?”
- “How do you think Alemayu is feeling?”



### 3. Interact to teach strategies

All night long the rich man ate and drank and talked of how strong he was, how brave...There was nothing to hear but the sound of his own boasting.



- Look at pictures to understand: “What is the rich man doing?”
- Construct meanings in context: “What does *boast* mean?”
- Read, think; re-read, think.

## 4. Interact to teach vocabulary

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For example:

- Make a short list on the board beforehand.
- The goal is to learn some new words, not every new word in the story.
- Focus on vocabulary words that may be useful, most common (and revisit).
- During the reading, focus on words that are crucial to understanding the story.

flute

smooth

insulted

immediately

survived

stubborn

brave

boasting

---

## 5. Interact to teach about stories

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High in the mountains the wind danced and screamed through the rocks ...He began to shiver so hard he could hardly think.



*“In a story we often find a challenge, something difficult for the main character to do.”*

*“What challenge does Alemayu have?”*

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# Post-Reading Activities

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*Maintaining the self-confidence of each reader should be a top priority at this point for continued learning.*

*Reid, 2002, p. 27*

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# Small Group Discussion



List some post-reading activities.



## Re-reading

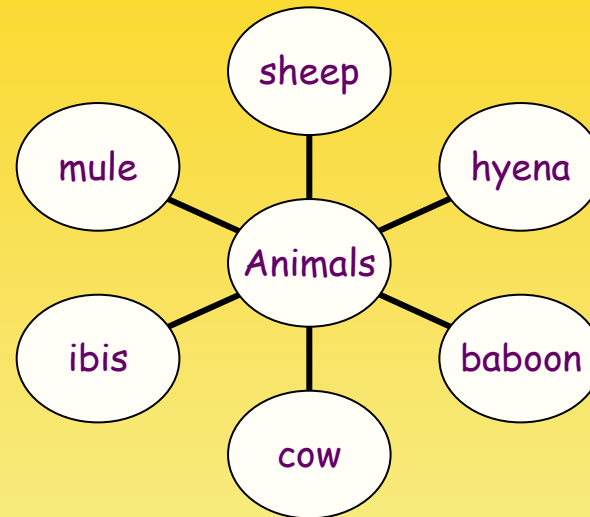
Read the book again or have stronger readers read it to the group. Start the next class with a non-stop reading.

### Re-reading:

- Reinforces vocabulary
- Consolidates language structures
- Builds listening skills
- Enhances comprehension
- Bolsters ability to do follow-up activities

## Word focus, e.g:

- Animals (sheep, baboon, ibis, hyena, cows, mule)
- Words for anger (rage, fury, foul temper)
- Amharaic words (shemma, injera, wat, mesob, kraretc.):  
This is a nice focus for a mainstream class – and make some Ethiopian food!
- Have students identify their own words for exploration.



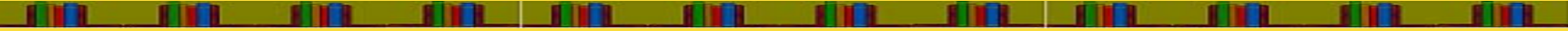
| <i>Wild Animals</i> | <i>Tame Animals</i> |
|---------------------|---------------------|
|                     |                     |
|                     |                     |
|                     |                     |

## Other Suggested Post-Reading Activities

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- Retell (orally with a partner or in writing)
  - Create student-made questions
  - Draw a picture, label, show and tell
  - Make a time line (start from scratch or put events in order)
  - Describe an illustration
  - Discuss, write a commentary on the art work
  - Create and perform readers' theatre
  - Carry out an author study and read other books by the author
-

after reading.....

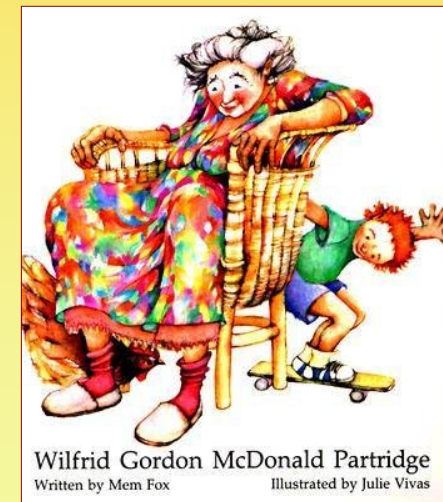
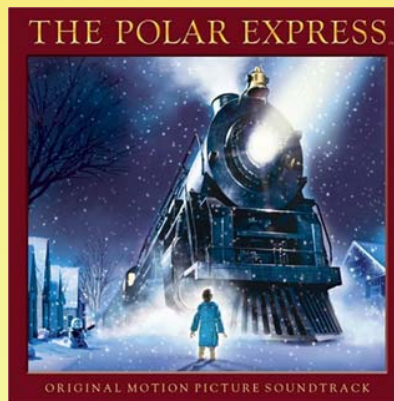
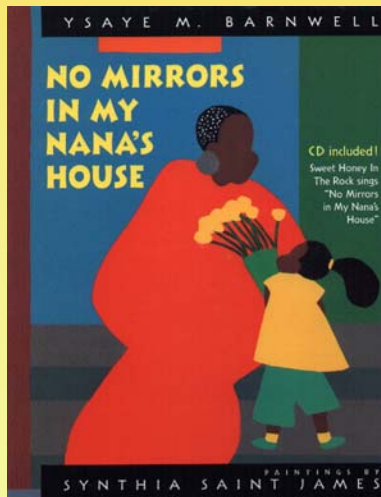
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- Discuss the mood of the writing and how the author creates the mood
  - Find words and sentence that create a scary/happy/sad feeling
  - Describe a personal experience using some of the *feeling* words
  - Match adjectives to characters and discuss
  - Create a Venn diagram of character traits
  - Discuss and write about character motivation
  - Role play the characters in a specific circumstance
  - Write a poem about a character
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- Let students guide the activity; let them come up with activities that interest them and were triggered by the reading experience.
  - Be flexible – grasp the teachable moment.
  - Use children's literature as a catalyst for students' personal writing.
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Students can listen to stories read aloud on internet sites. Here's one:

<http://www.storylineonline.net/>

There are many websites for teachers which provide activities related to specific popular children's books.





Questions? Comments?



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