

Verbal – Visual Word Association Strategy (Eeds & Cockrum, 1985)

The Visual-Verbal Word Association combines what students learn about the power of visualization and basic vocabulary strategy through the use of note cards or paper to create word banks or word walls.

1. Divide a sheet of paper or a note card into four sections as shown on the slide.
2. Write the vocabulary word to be learned in the top left hand corner and its definition in the bottom left hand corner.
3. Draw a picture in the top right hand corner that enables the students to make a personal connection.
4. In the bottom right hand corner, have the students provide a non-example or a sentence using the word.

What Makes This Strategy Good for ESL Students

- Enables English language learners to sort-out multiple meaning words
- Requires that students make a personal association that can more easily link to their background knowledge
- Encourages students to build individualized word banks
- Allows students to use their native language on the cards to make connections

Visual –Verbal Word Association

Vocabulary Term	Personal Association
Definition	Non-Example

Vocabulary Term	Personal Association
Definition	Non-Example

Asociación visual y verbal de palabras

Palabra de vocabulario	Asociación personal
Definición	Ejemplo de lo que no es

Image Streaming (Wenger and Poe, 1996)

Image Streaming is a powerful tool that can be used in a variety of ways to enhance student learning and even to increase IQ. Chris Brewer, music therapist and expert on accelerated learning, uses this method in conjunction with the use of music to build community in the classroom, to uncover student background knowledge, and to place everyone on the same playing field.

The steps to the image streaming process according to Wenger:

1. Find a comfortable place to relax.
2. Speak aloud to a friend, or use a tape recorder to share all thoughts, ideas, memories, bodily sensations, visions or to describe mental images aloud.
3. Listen to your friend or tape recorder repeat your stream back to you.

Image Streaming variations presented by Brewer:

1. Have students pair up with a partner and decide who will be a listener and who will be a talker. (Let them know in advance that they will switch positions after the first round of image streaming.)
2. Explain to the students that the listener must listen and listen only. They are not to interrupt, speak or communicate in any way to the speaker. The speaker must talk, and must not stop talking even if it means that they have to start saying the same things over and over again. The idea is for them to keep talking without stopping.
3. Select a piece of music for the students to image stream with. Have them listen quietly to a portion of the music to get a feel for it. After introducing a piece of the music, have the students begin to image stream with their partners to the music. Stop them after about a minute or two and have them switch positions (listener, speaker).
4. After all students have image streamed, have them share some of the things that their partners mentioned. Have a scribe record responses on a flip chart or any other medium.
5. After the students have exhausted their thoughts and ideas, use their ideas to weave an introduction to a lesson, or use it as a metaphor for a key concept that they will have to learn. The list generated could also serve as a springboard for writing.

What Makes This Strategy Good for ESL Students

- Uses background knowledge to generate words, phrases, and ideas
- Enables English language learners to be bathed in language as person “B”
- Works with the sub-conscious mind
- Lowers the affective filter

Capsule Vocabulary (Christ, 1987)

Capsule vocabulary is a strategy that enables English language learners to acquire vocabulary in a naturalistic way by engaging them in reading, writing, listening, and speaking.

1. Choose words or phrases related to the topic being learned or use a word wall or any other collection of vocabulary words.
2. Have the students work with a partner to talk as much as they can using the words.
3. Ask the students to work in groups or pairs to write any number of sentences using the words.
4. You may change the word choice configurations, such as requiring the students to use three words from the list in each sentence, and so on.

What Makes This Strategy Good for ESL Students

- Integrates all language arts skills
- Encourages cooperative learning
- Offers opportunities for interaction using English
- Extends opportunities to clarify with native language support
- Is easily differentiated for different levels of language proficiency
- Lowers the affective filter

Word Wall (Tompkins, 1997)

Print-rich classrooms usually include a word wall where the teacher and/or students collect words over time. Words posted might be a collection of high frequency words, words chunked together such as word families, words from a theme or concept being learned, or specialized words from the content areas. Some teachers alphabetize the words, while other word walls are organized under some other commonality. Word walls alone can be beneficial as a passive visual, but when activated by quick tasks, the word walls become a teaching tool. Ideas for teaching include but are not limited to:

- Selecting a word from the wall and providing hints about the word so that the students can try to guess the word.
- Selecting word features, and then challenging the students to find like words on the word wall.
- Identifying rhyming words on the word wall.
- Selecting words from the word wall for capsule vocabulary.
- Categorizing words.

What Makes This Strategy Good for ESL Students

- Provides a model of how the words are spelled correctly
- Can provide pictures to go along with the words for easy access
- Enables the students to build confidence and work independently
- Enables the students to conceptualize the words
- Points out the key terms/priority vocabulary
- Facilitates oral language production

Concept of Definition Map (Swartz and Raphael, 1985)

The concept of definition map is an excellent tool to help students expand their conceptual understanding of any concept that the teacher sets up for the students to explore by setting up a learning situation (metacognitive) where the students must think about their thinking.

1. The teacher selects a concept for the students to explore.
2. The teacher asks that students to create their own chart and to respond with their own ideas.
3. The teacher asks the students to share their chart with a partner or with their table to compare and contrast responses, add responses, or further refine their own responses.
4. The group shares their responses as the teacher takes note of their ideas.
5. The students negotiate meaning with one another through instructional conversations.
6. The students are asked to commit to only three attributes, three examples, and one definition of the concept that all the students can agree to accept.

The concept of definition map enables students to work on a level playing field with other students in the class while developing higher-order thinking skills.

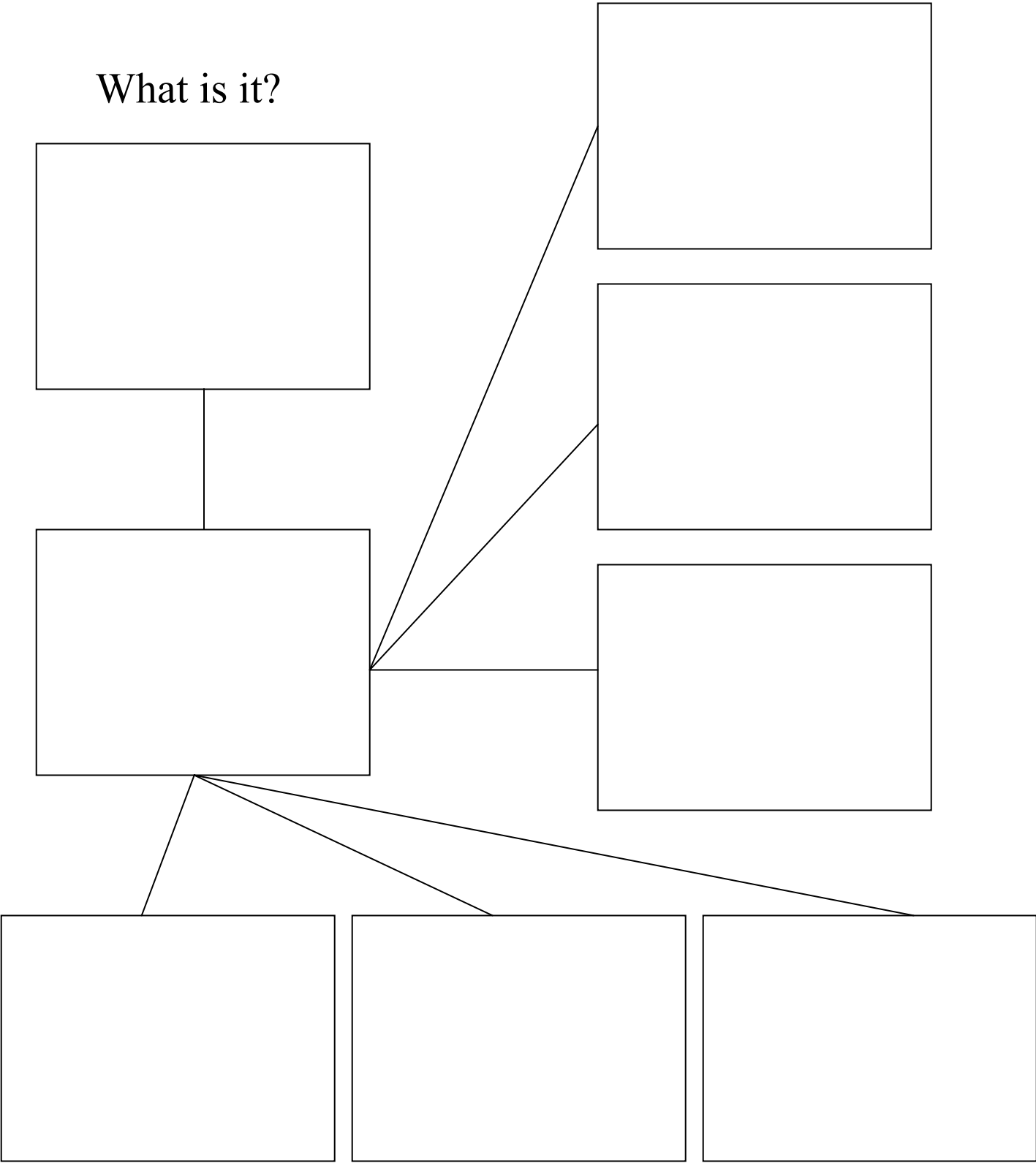
What Makes This Strategy Good for ESL Students

- Enables the students to function from whatever background experiences they have had without assumptions that all are the same
- Allows all perspectives to be accepted and negotiated
- Lowers the affective filter
- Expands conceptual understandings to universal levels

Concept of Definition Map

What is it like?

What is it?

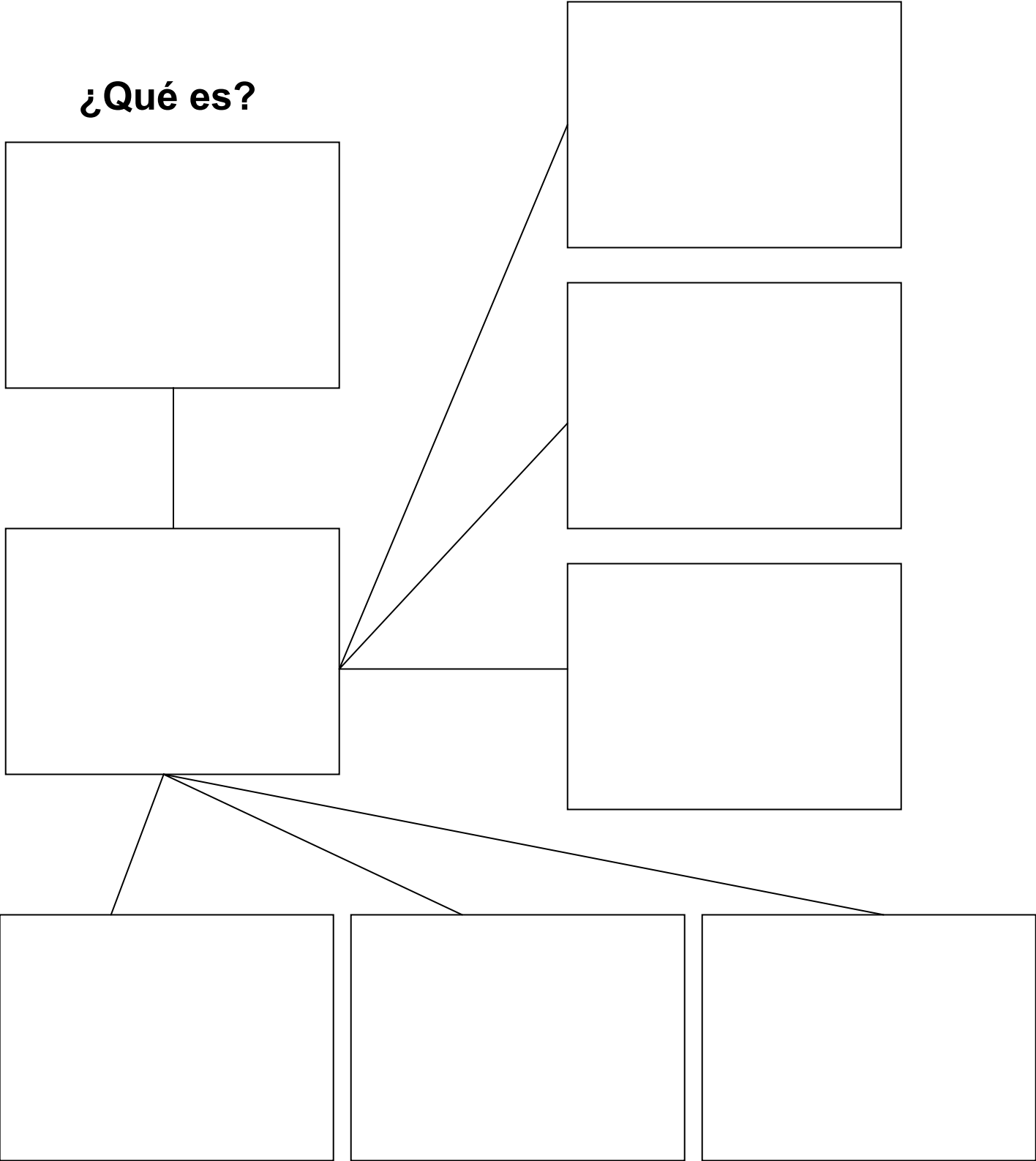


What are some examples?

Concept of Definition Map

¿Cómo es?

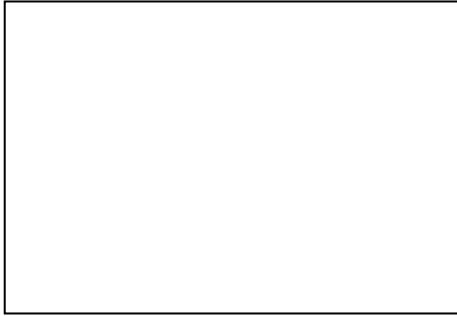
¿Qué es?



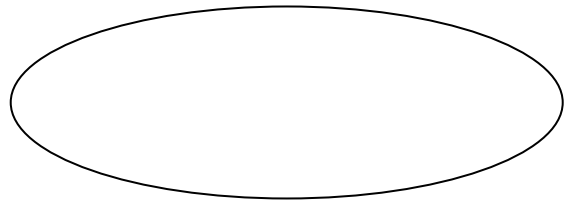
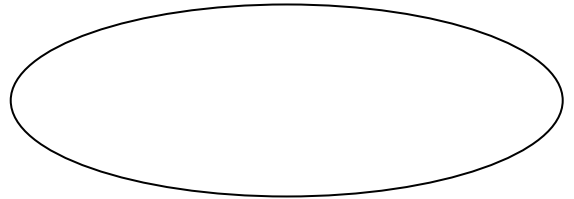
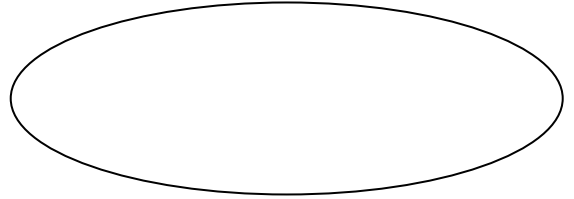
¿Cuáles son unos ejemplos?

Concept of Definition Map

What is it?

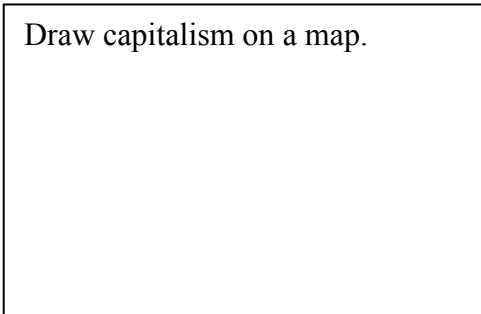


What is it like?

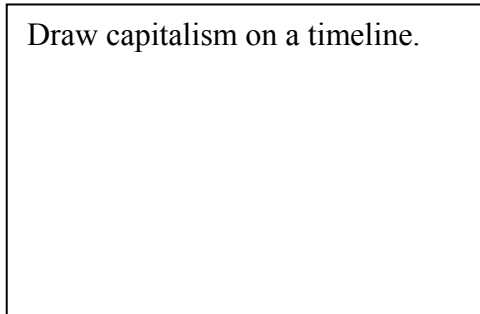


Capitalism

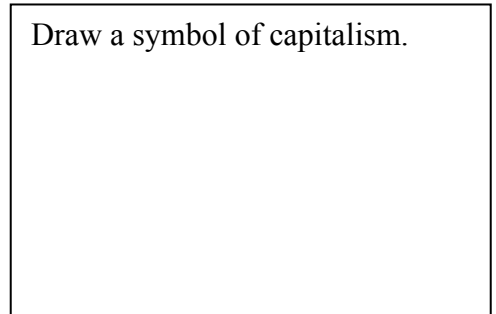
Draw capitalism on a map.



Draw capitalism on a timeline.



Draw a symbol of capitalism.



Concept Attainment (Bruner, Goodnow, and Austin, 1967)

Concept attainment is the “search for and listing of words that can be used to distinguish exemplars from nonexemplars of various concepts” (Bruner, Goodnow, and Austin, 1967, p. 233). It is an excellent strategy for helping students problem-solve and learn vocabulary and content area concepts based on their critical attributes. In concept attainment two columns are established as example and non-example. The teacher places examples of the concept that s/he wishes for the students to figure out, while placing non-examples in the other column to serve as a contrasting or limiting reference. Examples and non-examples are provided until the students are able to identify the concept.

What Makes This Strategy Good for ESL Students

- Can be done with pictures
- Can be done orally
- Enables students to grasp key concepts
- Encourages oral responses
- Allows students to make their own concept attainment charts
- Serves as alternative assessment tool

Anticipation Guide (Head and Readence, 1992; Ericson, Hubler, Bean, Smith, and McKenzie, 1987)

Anticipation guides enable students to make predictions and use their background knowledge related to the topics introduced in the class. It is advantageous to ensure that selected items for an anticipation guide make content concepts explicit. Steps to develop an anticipation guide:

1. Identify key concepts that are explored in the lesson or unit.
2. Develop 3-5 highly generalized statements that revolve around the key concepts in the unit or lesson.
3. Provide a blank in front of each statement and instruct the students to place an “A” in the blank if they agreed with the statement, a “D” in the blank if they disagreed with the statement, or a “U” if undecided.
4. A blank can be provided after each statement for students to respond to the statements after completing the unit or lesson.
5. Anticipation guides can also serve as an introduction to a film or an article.

What Makes This Strategy Good for ESL Students

- Lets generalizations provide accessibility for all students
- Activates and validates students’ backgrounds
- Involves low task orientation
- Maintains strong likelihood of instructional conversations
- Encourages meaning to be explored and negotiated
- Can be done orally and with pictures

Think-Pair-Share (Kagan, 1989)

The think-pair-share strategy was designed to ensure that students have an opportunity to consider their oral responses, written work, thinking, and ideas with another person in anticipation that they will be expected to share with the whole class.

What Makes This Strategy Good for ESL Students

- Lowers the affective filter, because they can check their answers with a friend
- Increases the likelihood that students will make attempts at oral responses, promoting risk-taking
- Provides an opportunity for students to negotiate meaning
- Provides opportunities for clarification in the native language if needed and available
- Promotes interaction and oral language development

Venn Diagram (Vacca and Vacca, 1999)

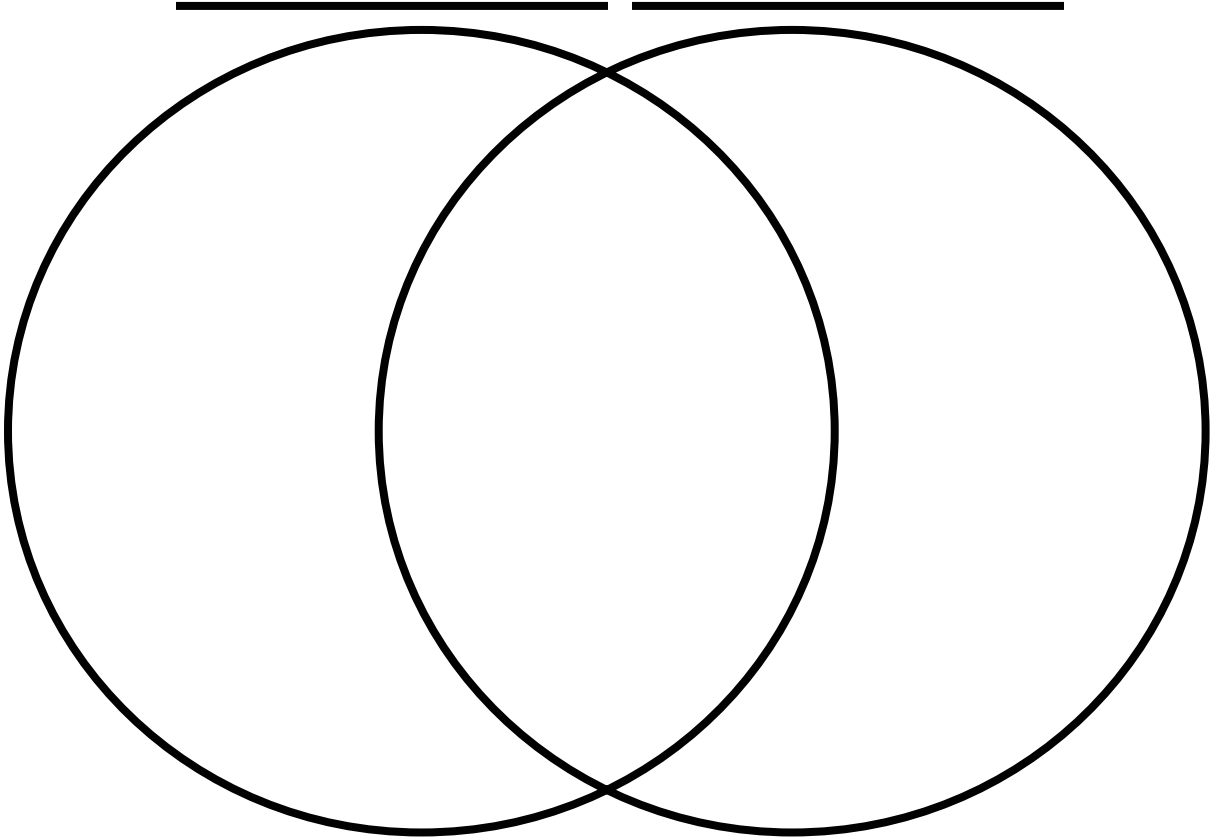
The Venn diagram can be used to help students compare and contrast two or more terms or concepts. Commonalities between the concepts are identified in the area of the Venn diagram where both of the circles overlap. Differences are recorded in the areas of the Venn diagram where the circles do not overlap. The following tips should be taken into consideration when introducing the Venn diagram to English language learners who are not already familiar with it.

1. Make the introduction of the Venn diagram as concrete as possible.
2. Hula-hoops or rope can be used to create a concrete Venn diagram.
3. Use concrete objects with easily identifiable attributes to group into the Venn diagram like shoes, hats, pens, and jewelry...

What Makes This Strategy Good for ESL Students

- Can be introduced in a concrete way
- Involves introduction that does not necessitate oral language
- Uses TPR-like (Total Physical Response) approach
- Can be demonstrated through examples and non-examples
- Is easily transferred to pencil-paper tasks through pictures first, then print

Venn Diagram



Pizza Analysis (Montaño-Harmon, 2001)

This structure can be used to organize parts into a whole or to take a whole topic and examine its respective parts. Slice the pizza into the number of slices needed to cover the topic. Have the students write sentences, draw pictures, or cut out and glue pictures onto the pizza to communicate knowledge and ideas about the topic. This strategy can be used for book reports, introducing the self, current events, artists, engines in auto mechanics, presidents, or vocabulary.

What Makes This Strategy Good for ESL Students

- Lowers affective filter
- Can be done with pictures
- Can scaffold oral reports
- Allows the teacher to assess language development in the native and second language
- Can be easily modified to challenge more capable ESL students

Characterization Chart (Price-Hawkins, 2000)

A Characterization Chart is an organizer that helps students analyze the complete nature of a character.

- The teacher designates categories to be used with elements of characterization, such as appearance, personality, background, motivation, relationships, conflict, change, etc.
- The students complete the chart with the teacher designating the information for the chart.

What Makes This Strategy Good for ESL Students

- Can be done cooperatively
- Can be done as a hands-on/manipulative way of assembling pieces
- Can be done with pictures/few words
- Provides lots of information in one place (bird's eye view)
- Can be used for assessment

	Who were they?	What did they do?	How did that affect the United States?
Franklin Pierce			
James Buchanan			
John Brown			
Abraham Lincoln			

	¿Quién eran?	¿Qué hicieron?	¿Cómo afecto lo que hicieron a los Estados Unidos?
Franklin Pierce			
James Buchanan			
John Brown			
Abraham Lincoln			

Reform Movements in America

Fill in the chart.

Reform Movement	Goal (s) What did the movement hope to accomplish?	Major Players Who were the people involved?	Actions What did the people involved in the movement do to accomplish their goals?	Challenges What things got in the way of the people accomplishing their goals?	Impact Did the people involved in the movement accomplish anything?
Prison Reform					
Temperance Movement					
Education					
Abolition					
Women's Rights					

Movimientos de reforma en América

Completa la gráfica.

Movimiento de reforma	Meta(s) ¿Qué esperaba lograr el movimiento?	Personajes Principales ¿Quién eran las personas involucradas?	Acciones ¿Qué hicieron las personas involucradas para lograr las metas?	Desafíos ¿Qué cosas complicaron las metas que querían lograr los personajes principales?	Impacto ¿Pudieron lograr las metas las personas involucradas?
Reforma de prisiones					
Movimiento de Sobriedad					
Educación					
Abolición					
Derechos para las mujeres					

Creating Topic Sentences

1. _____

2. _____

3. _____

4. _____

5. _____

Story/Graphic Organizers (Dunston, 1992)

Graphic organizers provide graphic visualizations of concepts and knowledge in ways that enable students to grasp relationships and interrelationships between concepts. Students are better able to learn new concepts and knowledge through the charts and tables often used in graphic organizers due to the varied organizational styles that more closely matches the way the brain learns best. Examples of story/graphic organizers include:

- Venn diagrams,
- Characterization charts,
- Flow charts,
- Semantic mapping,
- Free-form mapping,
- Story plot charts,
- Plot relationships chart,
- Story ladder/ Step ladder,
- Fishbone organizer,
- Timelines, and more.

What Makes This Strategy Good for ESL Students

- Is not completely dependent on print/can use pictures
- Outlines relationships and interrelationships
- Makes connections explicit
- Can be created cooperatively
- Can be used for assessment
- Can include the students' native languages
- Can be made as a hands-on/manipulative activity
- Builds vocabulary and writing skills

Story Structure

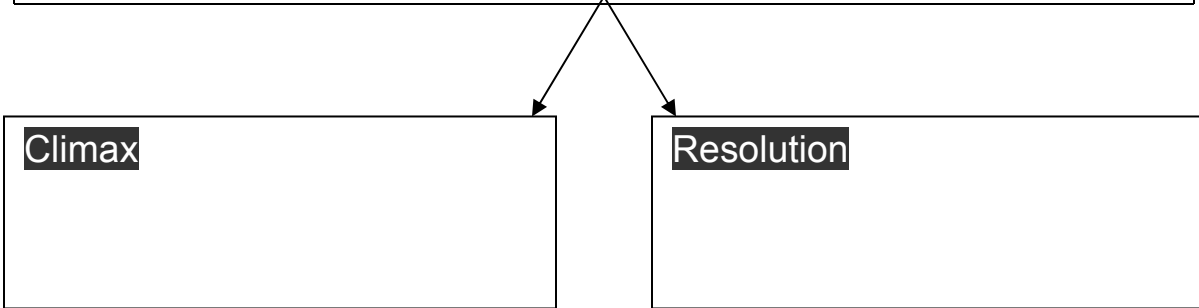
Title: _____

Main Characters

Setting (time, place)

Primary Conflict

Main Events



Estructura del cuento

Título: _____

Personajes principales

Medio ambiente (tiempo, lugar)

Conflicto principal

Eventos principales

Culminación

Resolución

Story Map

Story Title: _____

Main Characters:



Setting:



Problem:

Events Leading to Resolution:

1. _____
2. _____
3. _____
4. _____

Resolution:

Mapa del cuento

Título del cuento: _____

Personajes principales:



Ambiente:



El problema:



Eventos Principales:

1. _____
2. _____
3. _____
4. _____

El resultado:

Free-Form Mapping (Santa, Haven, and Maycumber, 1996)

Free-form mapping is a great way for students to document their abstract thoughts and understandings about a given topic. It is also an alternative to semantic mapping (mentioned later), a strategy in which the relationships and interrelationships between concepts are made explicit. In free-form mapping, the students may place information, pictures, or words anywhere on the chart without the pressure of identifying any particular relationship. They can just record their perceptions as they read or think. Students may wish to free-form map independently, in pairs, or in small groups.

What Makes This Strategy Good for ESL Students

- Lowers the affective filter
- Is cognitively undemanding, yet abstract
- Can be used for assessment
- Builds comprehension in lower-level ESL students
- Can be done cooperatively or in Jigsaw style
- Uses pictures and words

Window Paning (Pike, 1994)

Window paning is a great strategy for organizing steps to a process, helping students to remember important concepts, or just remembering vocabulary words. It basically operates with a few simple rules:

1. A window pane should have no more than nine cells. (If you need ten cells, then make two five-cell posters.)
2. Each cell should contain a simple picture/icon and only one word.
3. The pane should involve a lot of color.

This is an inviting way to use visuals in the classroom in a way that students can easily store and learn new information.

What Makes This Strategy Good for ESL Students

- Conveys much information through visuals with little print support
- Can be cut into parts and reassembled again to demonstrate comprehension of a process
- Can be used as an effective study aid
- Can be created in cooperative groups
- Can be used for assessment
- Uses M-space theory – the brain can remember 7 plus/minus 2 pieces of isolated information at a time
- Is parallel to brain-based theories

Window Paning

Semantic Mapping (Heimlich and Pittleman, 1986)

A Semantic Map is a diagram/graphic organizer that groups related and interrelated concepts. Your students and you can construct a semantic map using the following steps:

1. Select an important word or topic from the lecture or reading assignment.
2. Write the word on the chalkboard, chart paper, or overhead on a projector.
3. Assign students to write down as many related words as they can think of from their own experiences or from their reading of the text.
4. Organize the words into categories on the diagram.
5. Students should share words while you write them on the board. As new categories emerge, give the map new arms or add categories of your own. The diagram itself can be as simple or complex as you desire.
6. Have the students give names to the various categories or break categories into subcategories.
7. Use discussion and questioning activities using the diagram.

What Makes This Strategy Good for ESL Students

- Makes connections explicit
- Categorizes words and concepts
- Makes use of pictures and words
- Can be used as an assessment tool
- Can be used as a study-aid
- Can involve the students' native languages
- Places a lot of information in one location

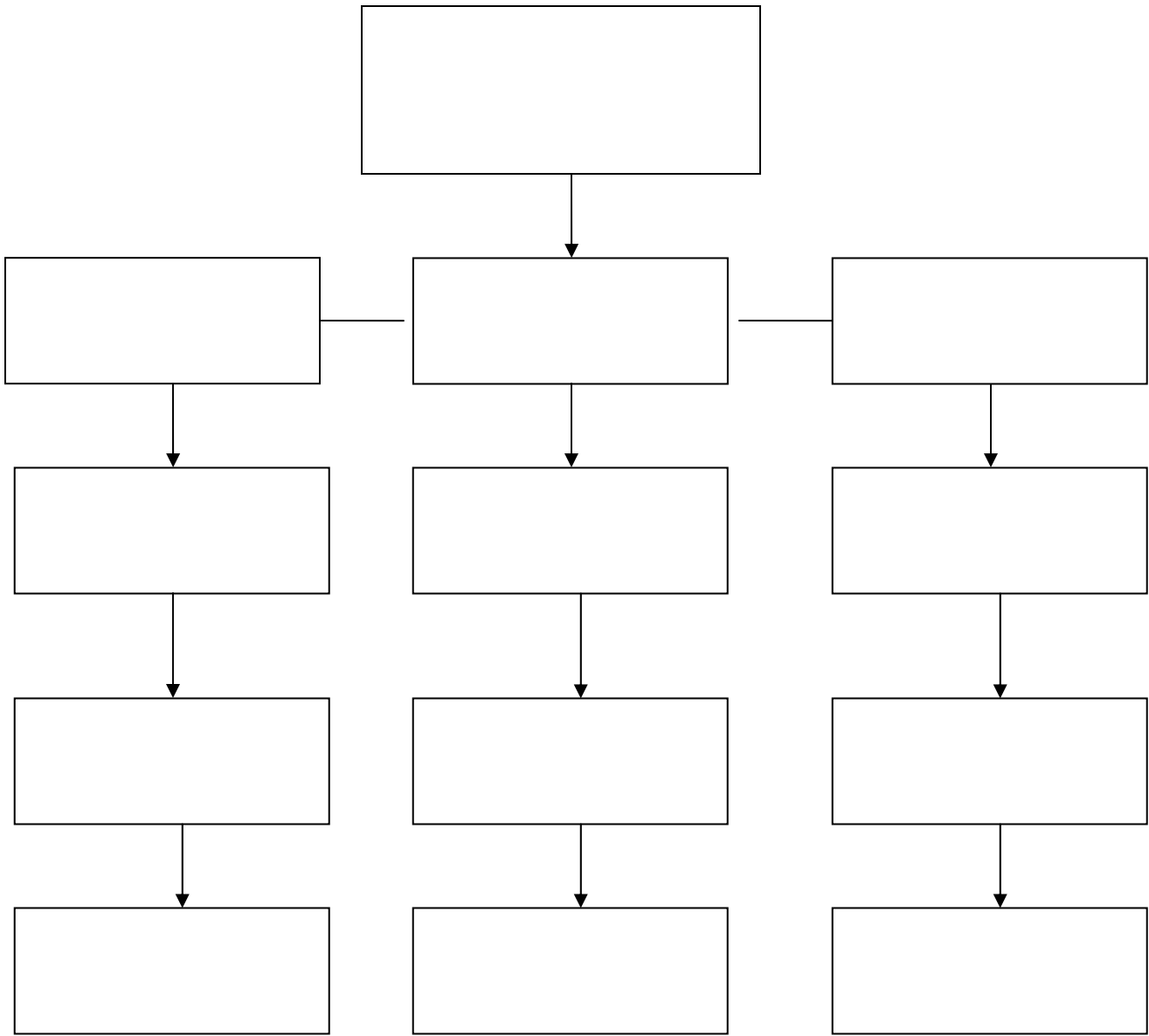
Flow Chart/Tree Diagram (Readence, Bean, and Baldwin, 2000)

The flow chart is another graphic organizer that enables the students to plot information in a more linear fashion than the semantic or free-form map. The flow chart offers an alternative to outlining. First, the name of the concept under study goes at the top of the flow chart (such as animals). Branches extend downward and are connected to related topics (such as the types of animals). Then branches extend downward again under each topic to outline more detailed information about the topic (such as names of specific animals that fall under that type of animal).

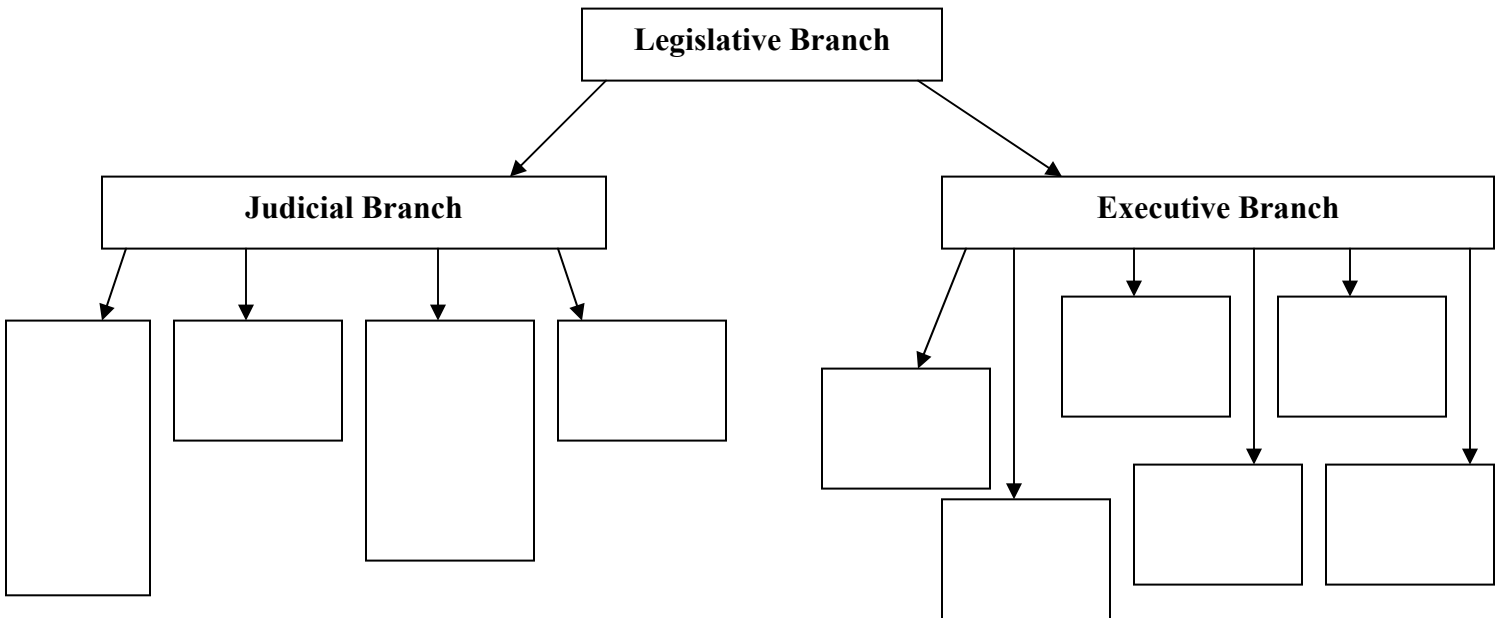
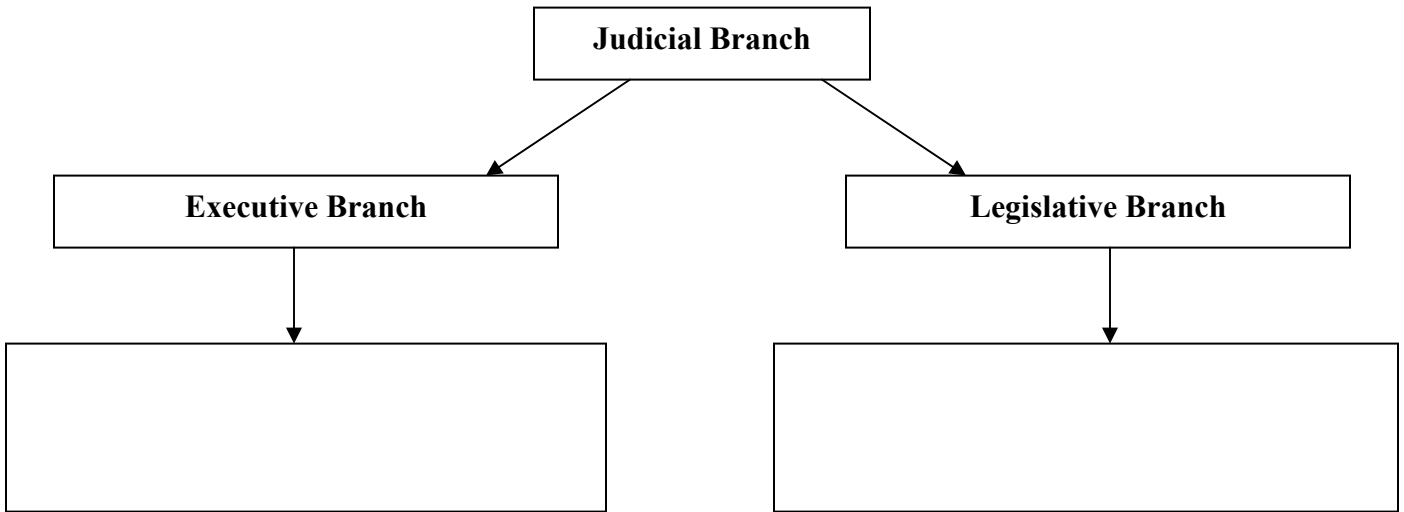
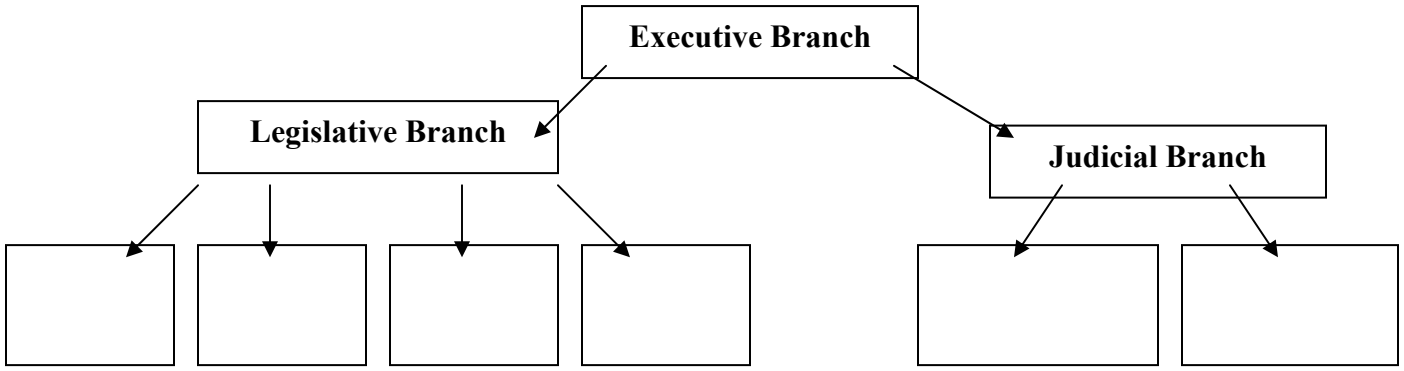
What Makes This Strategy Good for ESL Students

- Outlines hierarchies and makes them explicit
- Makes relationships/connections explicit
- Can be done as a hands-on/manipulative activity
- Can generate instructional conversations
- Can be used as an assessment tool

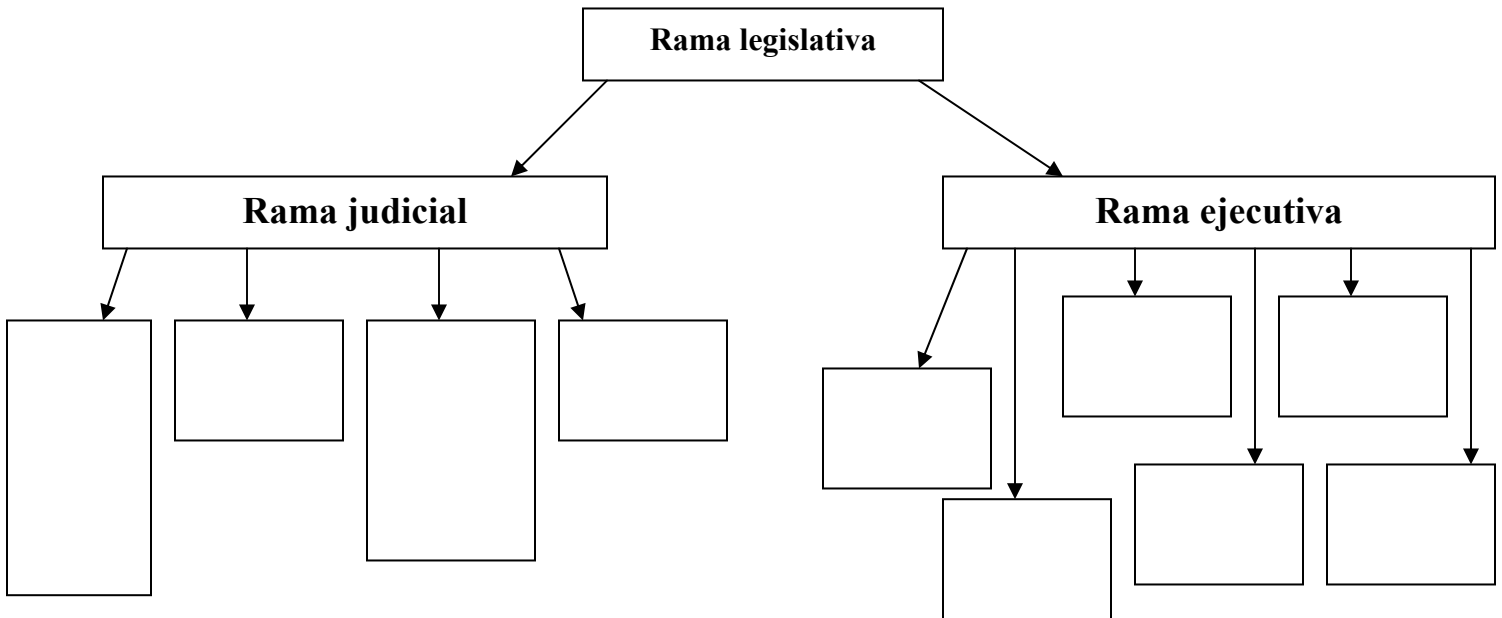
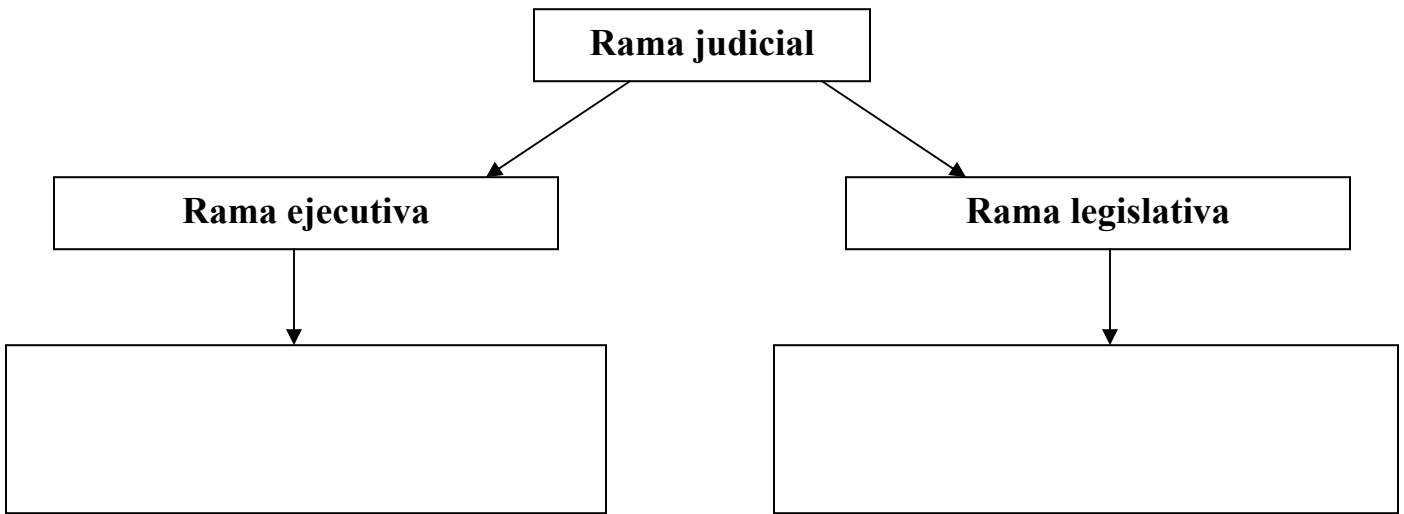
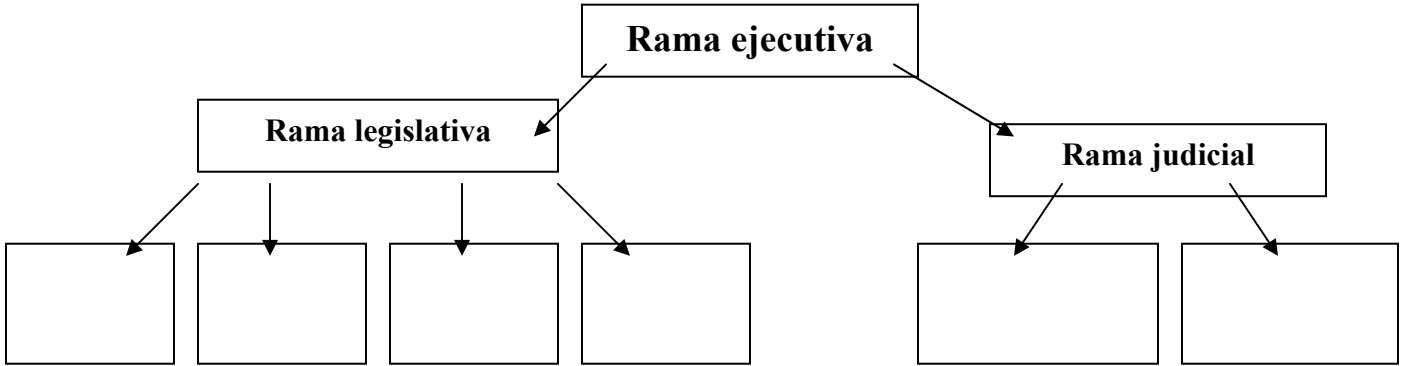
Flow Chart/ Tree Diagram



How the System of Checks and Balances Works



Como funciona el sistema de contrarrestar y equilibrar



Foldables **(Montaño-Harmon, 2001)**

These structures can be used to organize parts to whole by providing topics, definitions, examples, situations, and/or pictures for easy access to content knowledge and skills. The tactile nature of foldables provides novelty and fun for all students. The foldable made in this training is the magic strip.

How to make the magic strip: The magic strip is a fun and surprising way for students to organize class notes, study and store important information. You will need scissors, markers, pens or pencils (colored if you wish), and construction paper.

1. Take a regular piece of construction paper and fold it in half. (Hamburger)
2. Fold the paper over again. (Hotdog)
3. At this point, your paper should be divided into four columns when completely open.
4. Fold the paper back in half (hamburger), and take your pair of scissors and cut from the fold to the first crease in the next column several times (4-5). Jagged lines are fine as long as they don't connect with any other cuts or go past the crease. Do not cut to the very end of the paper. **Only the inner two columns should be cut when you open your paper again.** Take another piece of construction paper, a different color, and cut it in half. (Hamburger)
5. Take one half of that paper and fold it and cut it in half again. (2 hotdogs)
6. You should have 2 (1/4th) strips of the original piece of construction paper.
7. Take each strip and weave it through the slits in the middle of the other "cut" paper mentioned in steps 1-4.
8. On the outer two sleeves of the paper, decorate with the theme or title of study materials.
9. On each colored section of the "woven" part, put vocabulary words, or questions, etc.
10. Fold the flaps in to cover the vocabulary words or questions, and fold both sections back so that the inner folds are closest to you.
11. With both of your thumbs, pull the "woven" portion apart to expose the clean section in the middle.
12. Put the answers to the questions or the definitions of the vocabulary words in this secret compartment.
13. Fold this section up again and open the whole paper revealing just the original vocabulary words or questions.
14. You can turn the paper over and repeat the process to add another study section.

What Makes This Strategy Good for ESL Students

- Lowers the affective filter
- Is novel, fun
- Can be used as a study aid
- Serves as a good vocabulary builder/word bank
- Offers tactile component which is recommended for strugglers
- Can use pictures in place of print

KWL (Ogle, 1986)

KWL enables students to assess what they know about a topic, to predict what they will learn about a topic, and to acknowledge new knowledge. The KWL chart can be adapted to a KEL chart to enable students to acknowledge those things that they will be expected to learn. Other adaptations include adding columns for visual representations and/or adding columns for identifying where the students will look for information, page numbers to demonstrate text evidence, or recording new questions resulting from what they have learned about the topic.

What Makes This Strategy Good for ESL Students

- Scaffolds students to self-monitor and reflect
- Can be done with pictures
- Generates instructional conversations
- Can be done cooperatively
- Acknowledges all that the students know or think they know
- Validates and evens the playing field
- Sets a purpose for learning or reading
- Provides accountability for learning

KWL

What I know	What I want to know	What I learned

QSA

Lo que se	Lo que quiero saber	Lo que aprendí

Two-Column Notes/T-Charts **(Santa, Dailey, Nelson, 1985; Harrison, 1991)**

Two-column notes help students organize information from reading assignments, lectures, and videos. To make two-column notes the students divide a piece of paper into two parts, labeling one side Main Idea; the other side, Details. (The teacher determines how each column will be labeled depending on the lesson objective.) The left column contains main ideas in the form of questions or key words. The right column contains details that support and elaborate the main points. Once the information is collected in the two columns, the students can use the notes for self-assessment by covering one of the columns and trying to recall what was on the opposite side.

What Makes This Strategy Good for ESL Students

- Involves organization style that makes knowledge more accessible
- Allows columns to be added to include visual representations
- Allows the notes to be done in pictures
- Functions as a study aid
- Builds vocabulary in meaningful contexts
- Can be done cooperatively

Two-Column Notes Activity

Main Ideas	Details
The exact cause of the large-animal extinction of the last Ice Age will remain an intriguing mystery.	Large animals spread across the continent because they had so many places to find the food they needed for survival.
The climate of North America repeatedly cooled and warmed.	Scientists believe that it was disease carried by animals that the humans brought with them—either intentionally, such as dogs, or unintentionally, such as rats.
Scientists have several theories about what caused this large-animal extinction.	We might find that it was some combination of factors from more than one theory that brought these creatures to their end.
Disease killed so many large animals, and then became extinct.	The woolly mammoth, saber-toothed tiger, stag moose, and bear sized beaver are just a few examples of animals that became extinct.
Links the extinction of large animals to human hunters.	The populations of many large animals had become so small that they could not survive these last climate changes.
North America had many different kinds of habitats.	As hunter moved from place to place, they found many large animals readily available. Each animal could supply food, pelt, and bone that often wasted the animals.

T-Chart/Gráfica de T

Cause (Causa)

Effect (Efecto)

Cause (Causa)	Effect (Efecto)

T-Chart/Gráfica de T

Example (Ejemplo)

**Non-Example
(Ejemplo de lo que no es)**

Example (Ejemplo)	Non-Example (Ejemplo de lo que no es)

T-Chart/Gráfica de T

Pros (Los pros)

Cons (Los contras)

Pros (Los pros)	Cons (Los contras)

T-Chart/Gráfica de T

Opinion (Opinión)

Proof (Prueba)

Opinion (Opinión)	Proof (Prueba)

T-Chart/Gráfica de T

Main Idea (Idea principal)	Details (Detalles)

T-Chart/Gráfica de T

Problem (Problema)	Solution (Solución)

T-Chart/Gráfica de T

Hypothesis (Hipótesis)

Proof (Prueba)

Hypothesis (Hipótesis)	Proof (Prueba)

T-Chart/Gráfica de T

Opinion (Opinión)

Support (Apoyo)

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Power Notes (Miller, 1985; Sparks, 1982)

Power Notes help students differentiate between main ideas and details. The procedure is similar to outlining but much easier for students to use because main ideas and details are simply assigned numbers. Begin instruction by providing students with the following:

Power 1: Main Idea

Power 2: Detail or support for power 1

Power 3: Detail or support for power 2

Start working with power notes by using words, rather than sentences or ideas. Show students examples, such as the one shared on the slide presentation for the training. Pick a power 1 on a familiar topic such as sports, food, or television shows. Have the students give power 2's, 3's and 4's. As students give ideas, write them on the board, outlining them in the power notes fashion.

What Makes This Strategy Good for ESL Students

- Provides more flexible alternative to traditional outlining
- Encourages students to use pictures or visual representations
- Includes logic, which is easier to follow for some
- Lowers the affective filter
- Provides good pre-writing activity
- Outlines key points
- Defines explicit relationships

Cloze Procedure (Taylor, 1953)

Cloze procedure is a strategy by which a teacher takes a reading passage, outline, or any kind of text and takes words out and replaces them with blanks. Word banks may or may not be used depending on lesson objectives. Cloze procedure may be used as an alternative assessment tool as well (Chamot and O'Malley, 1994).

What Makes This Strategy Good for ESL Students

- Challenges students to learn vocabulary in context
- Serves as an assessment tool
- Chunks assignments into more manageable parts
- Draws attention to key terms and concepts
- Can be done cooperatively

RAFT (Santa, 1988)

RAFT teaches the writing components: Role, Audience, Format, and Topic. It broadens the students' understanding of writing possibilities and makes writing assignments specific and focused.

- The teacher explains that all writers must consider four components of every written assignment: role, audience, format, and topic.
- The students brainstorm ideas about the topic.
- Choose several topics from those that are presented.
- Write “RAFT” on the board and list possible roles, audiences, formats, and strong verbs that are appropriate for each topic.

Have the students select one of the generated assignments. An example of a RAFT format may look like the following:

R: Pregnant Chad
A: The Supreme Court
F: Letter
T: Electing a President

After discussing a topic, students can come up with their own RAFT assignments.

What Makes This Strategy Good for ESL Students

- Engages the imagination
- Reinforces the need to consider appropriate register
- Allows the students to use their background knowledge
- Lowers the affective filter by changing roles
- Motivates reluctant students to write
- Allows students to demonstrate content knowledge in the communicative language register instead of feeling pressed to use academic language.
- Can be informal writing in English

Find Someone Who/People Hunt (Cubitt, Irvine, and Dow, 1999)

This strategy can be a great way to lower the affective filter when academic elements are combined with everyday student trivia in a questionnaire format. Students are given a “scavenger hunt list” of things they need to find out by finding someone who might know the answer. Students should be instructed to get one name per item, and to be sure to find other students to answer the other items. Otherwise, students will stick to a few friends to try to answer the questions. Requiring the students to write out the answers as they receive them is helpful and reinforces the learning.

What Makes This Strategy Good for ESL Students

- Encourages all students to participate and answer questions
- Allows students begin to teach each other
- Is highly cooperative and jigsaw-like
- Utilizes informal pathways to get prerequisite information out to the students
- Allows native language support to occur in a natural and supportive way
- Provides opportunities for oral language/practice
- Is highly motivating
- Encourages students to use background knowledge and experiences
- Serves as a vocabulary builder
- Provides opportunities to negotiate meaning
- Reinforces learning when answers are recorded by the students

Who Knows It?

Student's name

- 1) Knows who Jefferson Davis was _____
- 2) Know who Abraham Lincoln was _____
- 3) Can name all 13 colonies _____
- 4) Knows who won the Civil War _____
- 5) Knows where the 1st settlement was _____
- 6) Can name the 1st President _____
- 7) Can name the “father of the Constitution” _____
- 8) Knows who the 5th President was _____
- 9) Knows which President hated Indians _____
- 10) Knows what “Bull Run” was _____
- 11) Knows which the original country of the colonists _____
- 12) Knows who won the Mexican-American War _____
- 13) Knows who Thomas Jefferson was _____
- 14) Knows what was discovered in California _____
- 15) Knows who loves history _____

**People Hunt
Industrial Revolution**

1. Find someone who can define socialism. _____
2. Find someone who can explain why the Industrial Revolution began in Great Britain. _____
3. Find someone who can draw an important invention during the Industrial Revolution. _____
4. Find someone who can explain why the population grew during the Industrial Revolution. _____
5. Find someone who can explain the importance of the railroads during the Industrial Revolution. _____
6. Find someone who can illustrate the working conditions at a factory during the Industrial Revolution. _____
7. Find someone who can list three negative consequences of the Industrial Revolution. _____
8. Find someone who can define the principle of legitimacy.

9. Find someone who can explain why revolution erupted in 1848.

Civil War and Reconstruction

Find Someone Who...

1. Can explain the significance of 1861-1865

2. Can explain the impact of the cotton gin on slavery

3. Can explain the roles of Ulysses S. Grant and Robert E. Lee

4. Can tell the impact of *Dred Scott vs. Sanford*

5. Can explain the importance of Fort Sumter

6. Can tell what the Emancipation Proclamation is

7. Can describe the impact of the 13th, 14th, and 15th amendments

**Strategies Planning Guide
With Cummins' Four Quadrants**

Quadrant I	Quadrant III
Quadrant II	Quadrant IV