

## STAPLE STRATEGIES for Beginning/Early Intermediate (Emerging) English Learners

### Think/Pair/Share

#### Steps:

- Tell students to think about a person, place, or thing related to the topic in the chapter (e.g., food, body parts, or animals: pets).
- Tell students to turn to their partner(s) and share their thought/idea about the person, place, or thing.
- Call for attention and ask for volunteers to share something their partners said.
- Elaborate by incorporating students' thoughts. Model and expand.

### See It and Say It!

#### Steps:

- Identify a topic (e.g., wild animals) and then search for pictures connected to the topic in magazines, books, or the Internet.
- Show a picture and say: "I see a lion."
- Write a corresponding sentence frame on the board: *I see a lion.*
- Read the statement and ask students to repeat it.
- Substitute different wild animal pictures using the same frame.

### TPR and Life Thereafter (Sequence of Events)

#### Steps:

- Identify a situation in which a series of actions occurs in a particular sequence (e.g., going to the zoo on a school bus).
- Write out the six actions in the imperative form (i.e., six commands).
- Act out each command and have students pantomime the actions.
- Read the six commands; call on volunteers to act out the action as you say it.
- Call on other volunteers to give the commands to other students.
- Extend by using various verb tenses (e.g., changing persons, asking questions, negating).

### Either/Or/and More (Choice and Extension)

#### Steps:

- Call a volunteer to the front of the room and whisper a command (e.g., "Sit down and look at a book.")
- Ask other students what the volunteer is doing by offering a choice (e.g., "Is the boy (girl) standing up or sitting down?" or "Is the boy (girl) looking at a book or looking out the window at the playground?").
- Model the correct answer based on students' responses.
- Expand the practice by asking students another question (e.g., "What else is the boy doing?").

### Quick Draw/Quick Talk

#### Steps:

- Tell students to think about a person, place, or thing related to the topic in the chapter (e.g., shapes, occupations, or clothing and accessories).
- Ask students to quickly draw their thought.
- Have students turn to their partner(s) and share their picture by making one statement about it. As an extension, the partner can add another statement.
- Call for attention and ask for volunteers to share something their partner drew. Model and expand.

### Telephone Talk

#### Steps:

- Create small cardboard cell phones (a simple rectangle with numbers) and pair students, designating Caller A and Caller B.
- Place an action picture or theme picture in front of the room.
- Have Caller A call Caller B and make a statement about what he/she sees in the picture. It may be a word, phrase, or simple sentence.
- Have Caller B add a second word, phrase, or sentence about the action picture. Caller A may try to make another statement, but it must be different than what has been stated.
- Ask for volunteers to share something their partner said.

## STAPLE STRATEGIES for Intermediate–Advanced (Expanding–Bridging) English Learners

### Relay Talk

#### Steps:

- Organize students into two lines with each student facing a partner.
- Designate one line the moving line and the other the non-moving line.
- Explain to students that you will ask a question and give them two minutes to discuss it with the person immediately across from them.
- When you say “time is up,” the first person in the moving line will go to the end of the line while everyone in that line will move one space to the left (or right) and face a new partner and a new question.
- Repeat the process a maximum of three times and then debrief the class.

### 3-2-1-GO!

#### Steps:

- Write on the board three open-ended questions about a topic, for example: (3) *Name three marine animals.* (2) *Talk about two ways the ocean is used by human beings.* (1) *Indicate one way to save water.*
- Review the questions and ask students to listen carefully as you say: 3-2-1-GO!
- Organize students into small groups to discuss their responses; allow five minutes for discussion.
- Call on groups to share one statement for each of the questions.

### Horseshoe (Lingo Line-Up)

#### Steps:

- Ask students to form a “horseshoe” figure facing you and indicate which is the starting point (your left as you face the horseshoe).
- Specify a criteria for each student finding his/her place on the horseshoe (e.g. alphabetically by first name or last name).
- Identify a topic; ask students to think of a word that begins with the first letter of their first (or last) name and reflects some aspect of the topic.
- Explain that students must check on either side of themselves to make sure they have different word associations. Set up a pattern for students to follow: *My name is \_\_\_\_.* *My Letter is \_\_\_\_.* *My word is \_\_\_\_.* *It means \_\_\_\_.*

### Quick Draw/Quick Write

#### Steps:

- Tell students to think about a person, place, idea, or event.
- Ask students to draw/sketch their thought.
- Have students write three sentences that describe their visual.
- Have students turn to their partner(s) and share their picture and the written statements about it. As an extension, the partner can add another statement.
- Call for attention and ask volunteers to share what their partner drew and wrote.

### Fibber

#### Steps:

- Give students sitting in small groups a subtopic of a broader topic.
- Ask students to discuss what they know about the subtopic together.
- Tell students they must decide on three true statements and one false statement (the fib) about their respective subtopic.
- Ask students to write down the statements on chart paper in any order.
- Select someone in each group to read the statements to the rest of the class.
- The class must identify the false statement.

### Freeze

#### Steps:

- Prepare three or four questions in advance around a familiar topic.
- Have students walk randomly around the room until they hear you say: “Freeze!”
- Have students form pairs based on proximity of others when hearing the “freeze” command.
- Ask students to discuss the first question; allow two minutes for discussion.
- Repeat the process two or three more times with different questions.
- Debrief with the whole class.