

Let's Start at the Very Beginning

**Instruction for Literacy Level
Adult Learners**



Session Overview

- **Language Immersion Experience**
- **Promising Practices**
- **Alphabetics and Phonics**



Language Immersion Lesson











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Literacy-level learners "may be beginning learners, but they are not beginning thinkers"

(Brod, 1999)



Promising Practices

- 1. Repetition is key**
- 2. Focus on communication**
- 3. Make it visual**
- 4. Teach within a context**
- 5. Make the connection between oral and written language meaningful**
- 6. Build from knowledge, talent, and interests**

Repetition is key

Beginning students need a great deal of repetition. Instead of doing 10 different things, do one thing 10 different ways. Recycle previously studied material on a regular basis: daily, weekly, monthly.





***Instead of doing 10 different things,
do one thing 10 different ways.***

Routines



"Routines are the backbone of daily classroom life. They facilitate teaching and learning.... Routines don't just make your life easier, they save valuable classroom time. And what's most important, efficient routines make it easier for students to learn and achieve more."

***—Learning to Teach...Not Just for Beginners
by Linda Shalaway***

Benefits of Routines

- Less need for classroom management
- Create ownership
- Manage anxiety
- Focus on content
- Provide repetition





Skills Practiced

- **Question and answer formation**
- **Vocabulary for talking about days, dates, and weather**
- **Present/past/future tense**
- **Reading a calendar**
- **Tracking attendance**
- **Reading and analyzing a graph**

Focus on communication

Verbal skills pave the way for literacy. Use gestures, pictures, whatever you need to communicate. Find out about their families, their homes, their favorite hobbies... communicate!



Barbara Murphy

Check comprehension regularly





Thumb scan

Point to the answer





Mini whiteboards

Think, Pair, Share



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3



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California
Peaches

4



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Per Pint

Blueberries

Show, don't tell

While some students may have extensive schooling, others may have very little. Adjust your lessons to tap into visual and hands-on students' strengths by making learning visible.

Use Visuals

- Model the activity
- Use photos
 - <https://pixabay.com/>
 - <https://unsplash.com/>
 - <https://www.pexels.com/>
- Incorporate real-life items
- Act it out
- Use visual prompts



A picture is worth a thousand words



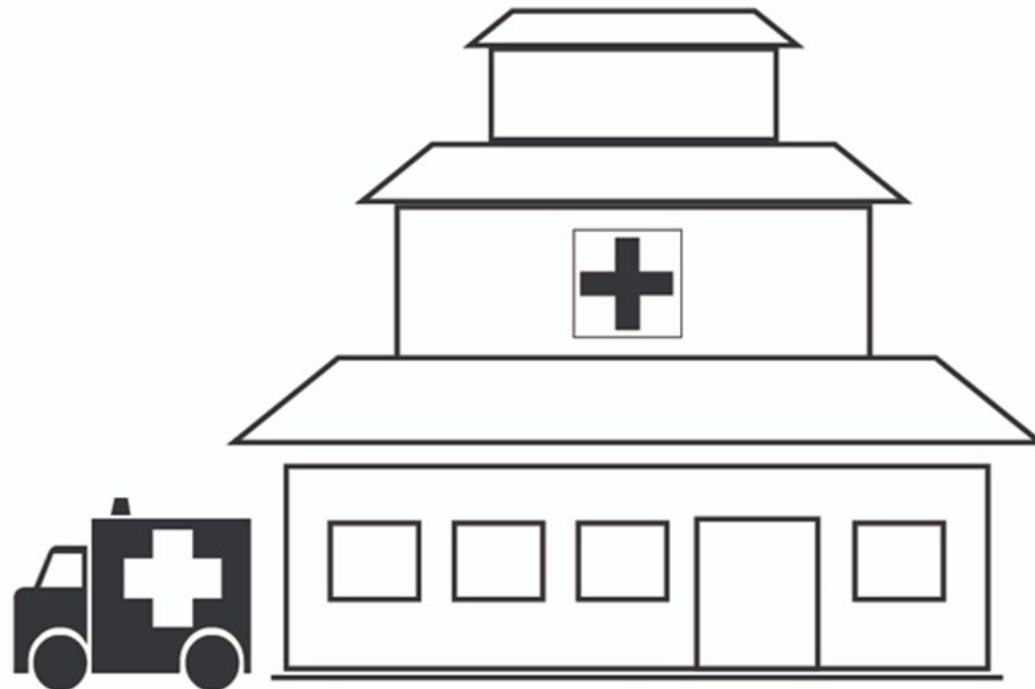
Eid Mubarak!

What do you see?

How do you feel?

What did you do for Eid?

Not all pictures are created equal



Hospital

Teach within a context

Even if your students don't know the alphabet, focus first on meaning. Choose a central theme (food, clothes, shopping, etc.) and teach language skills using vocabulary and phrases that relate to that theme.

A: Excuse me, could you give me the _____?

B: Where are the _____?

A: In the fridge, next to the _____.

B: Here you go.

A: Thank you.



Make the connection between oral and written language meaningful

If you are working with students who have limited or no literacy skills, focus on oral language before moving to print. Make sure the students understand a word before you ask them to read it.



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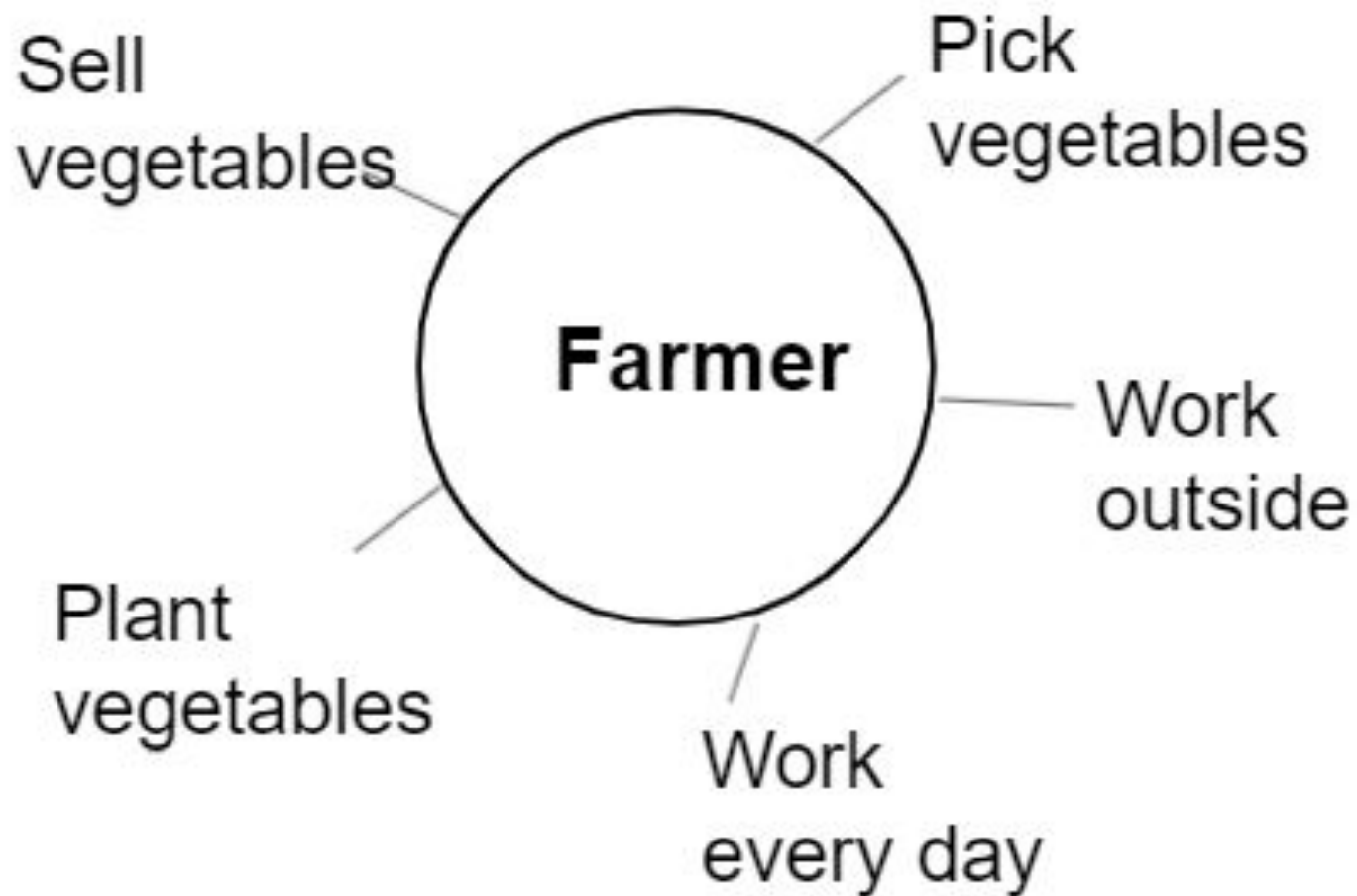
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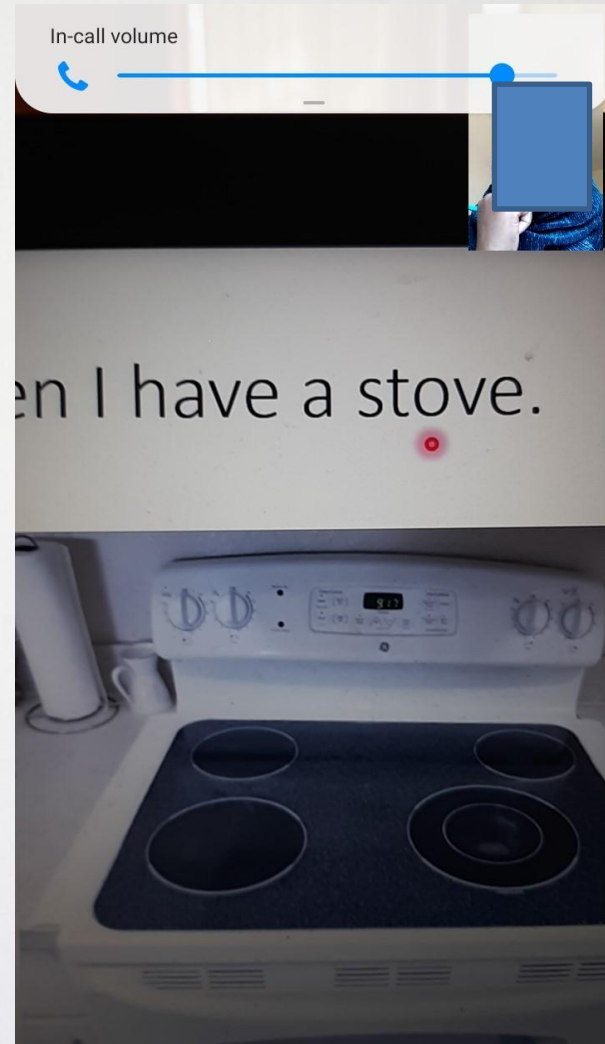
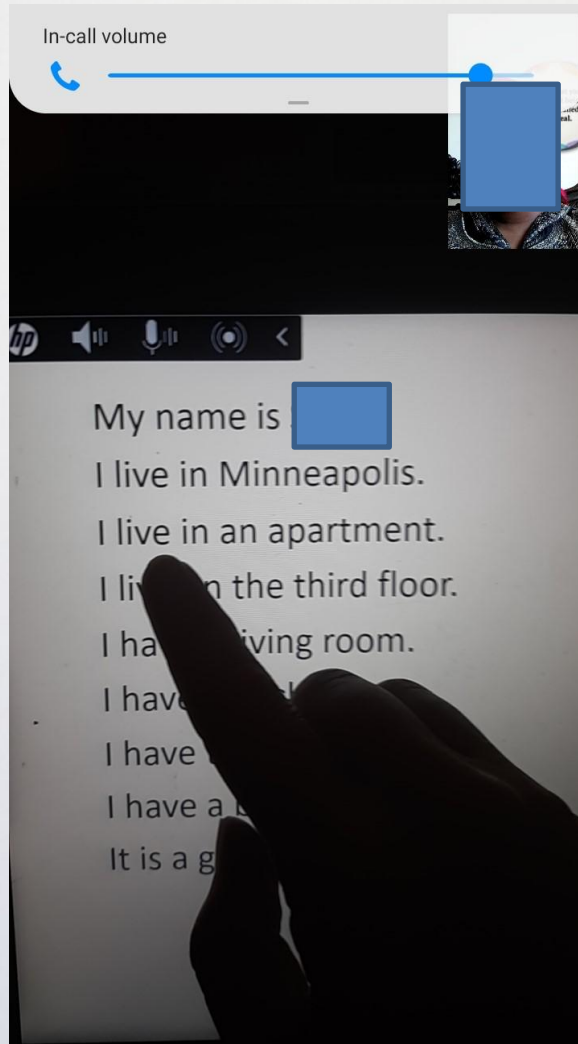
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Build from knowledge, talents, and interest

Once you know a little more about the learners, use this information to teach lessons that interest them and motivate them to learn. Have a former farmer or mechanic in the class? Do a unit on gardening or transportation, or extend a textbook unit by having learners talk about their similar experiences.



Sentence Frames



Responding to a Picture



I see a mother and three girls.

There is a white teddy bear.

There are pink coats.

They feel loved!

Personal Story

Two weeks ago, on April 13th, her sister had a baby.
Lu Lu was at home in her apartment.

She was sleeping.

She had a stomachache.

It was 11:00 p.m.

She said, "Call 911!"

The friend called the 911 operator.

The 911 operator said, "I'll send an ambulance."

"What is your address?"

1756 Bainbridge St. Apt. 4

Her sister had a baby at 12:00 a.m.

She gave birth in the bathtub.

At 12:30 the ambulance arrived.

The ambulance drove the mother and new baby to the hospital.

The baby boy is healthy!



Which practice is the most helpful for you? Why?

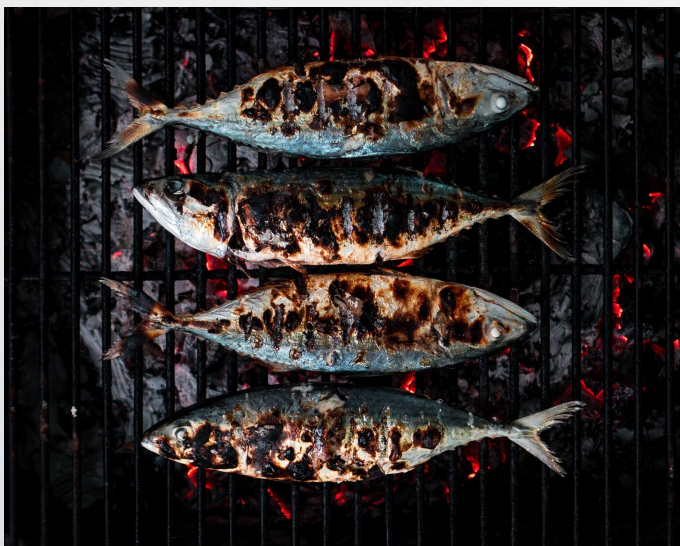
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Developing Alphabetics



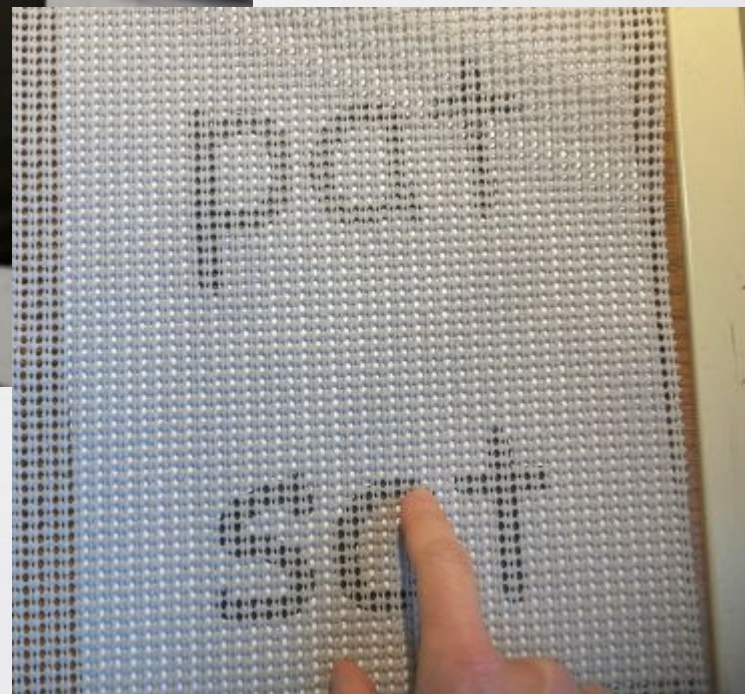
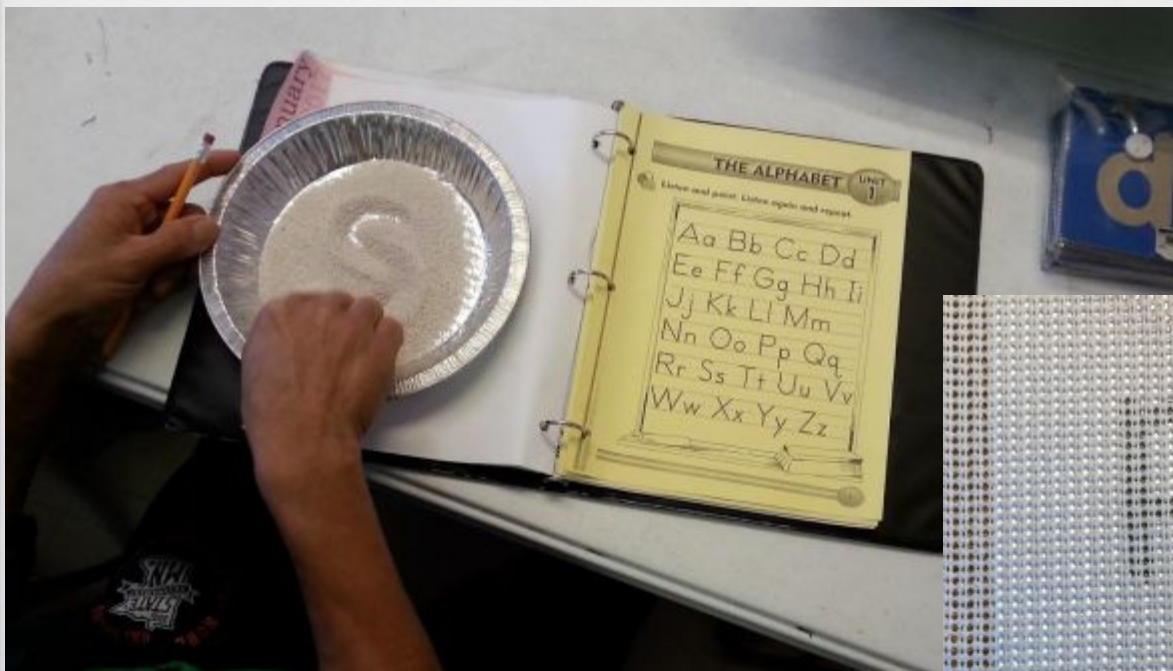


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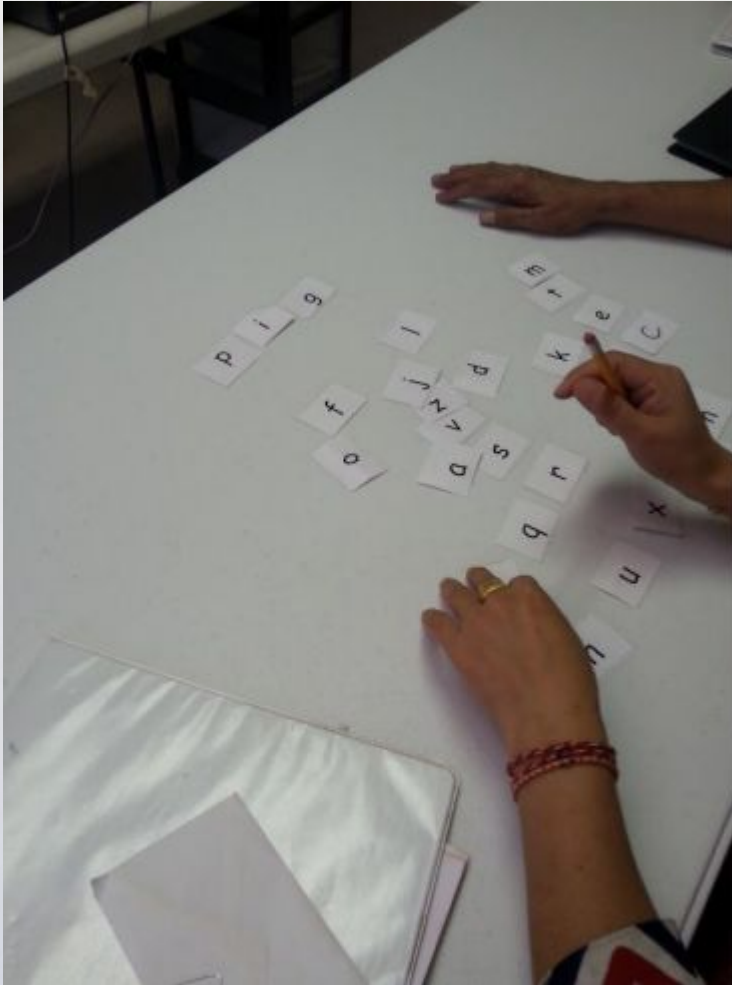


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Alternative Materials



Letter Tiles



What skills are they practicing?

- **Sound-letter correspondence**
- **Letter identification**
- **Letter order**

<https://wordwall.net/myactivities>

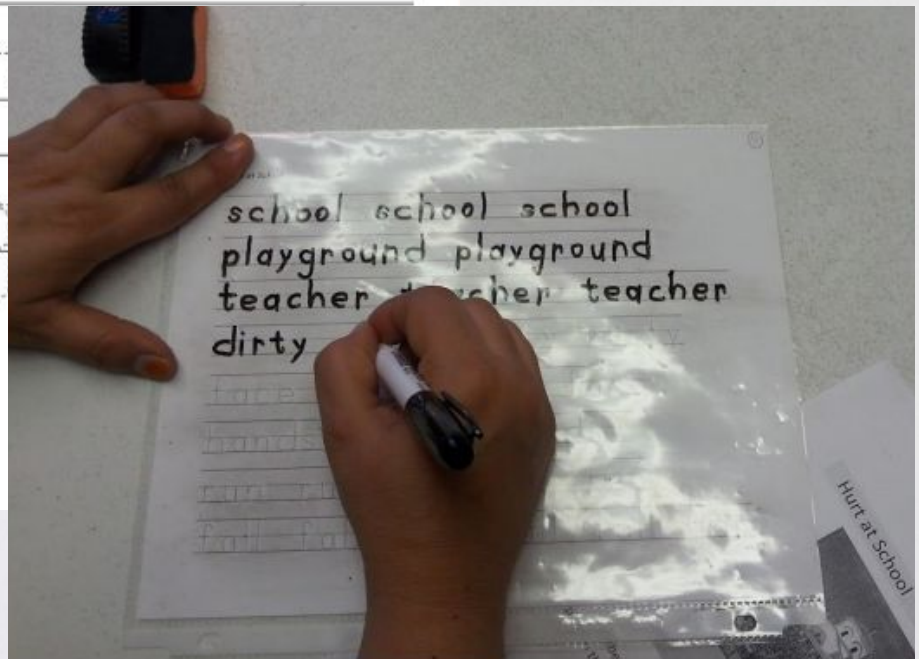
Letter Tracing

head head head

back back back

stomach st

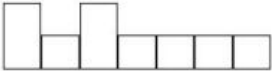
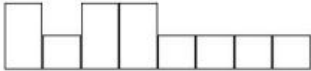
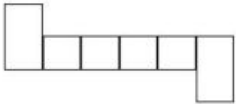
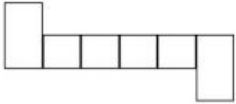
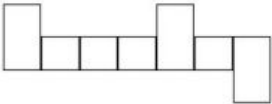
leg leg leg



<https://www.kidzone.ws/tracers/none/>

Word Shape Recognition

Word List:

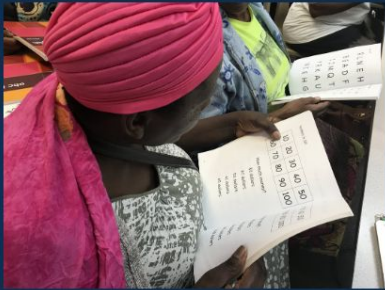
room	living laundry	bedroom	kitchen	dining	bathroom
					
					
					
					

<https://tools.atozteacherstuff.com/printable-word-shapes-worksheets/>

What about Phonics?

In order to “sound out” a word, we must:

1. know and be able to produce the sounds the letters represent
2. blend those individual sounds as we hear them in sequence
3. recognize the word



Phonemic Awareness Tasks

- Phoneme categorization: “Which word does not belong? Address, hospital, ambulance”
- Phoneme deletion: “What is boy without the /b/?”

Phoneme Categorization -Try it Out

Directions:

Listen to the set of words. Identify which word does not begin/end with same sound.



Phoneme Deletion – Try it Out

Directions:

Listen to the following words.
Repeat each word without the beginning sound.



Phoneme Deletion



Initial phoneme deletion ½ sheet

Name _____ Date _____

Copy 3 words. Write the words again without the beginning sounds.

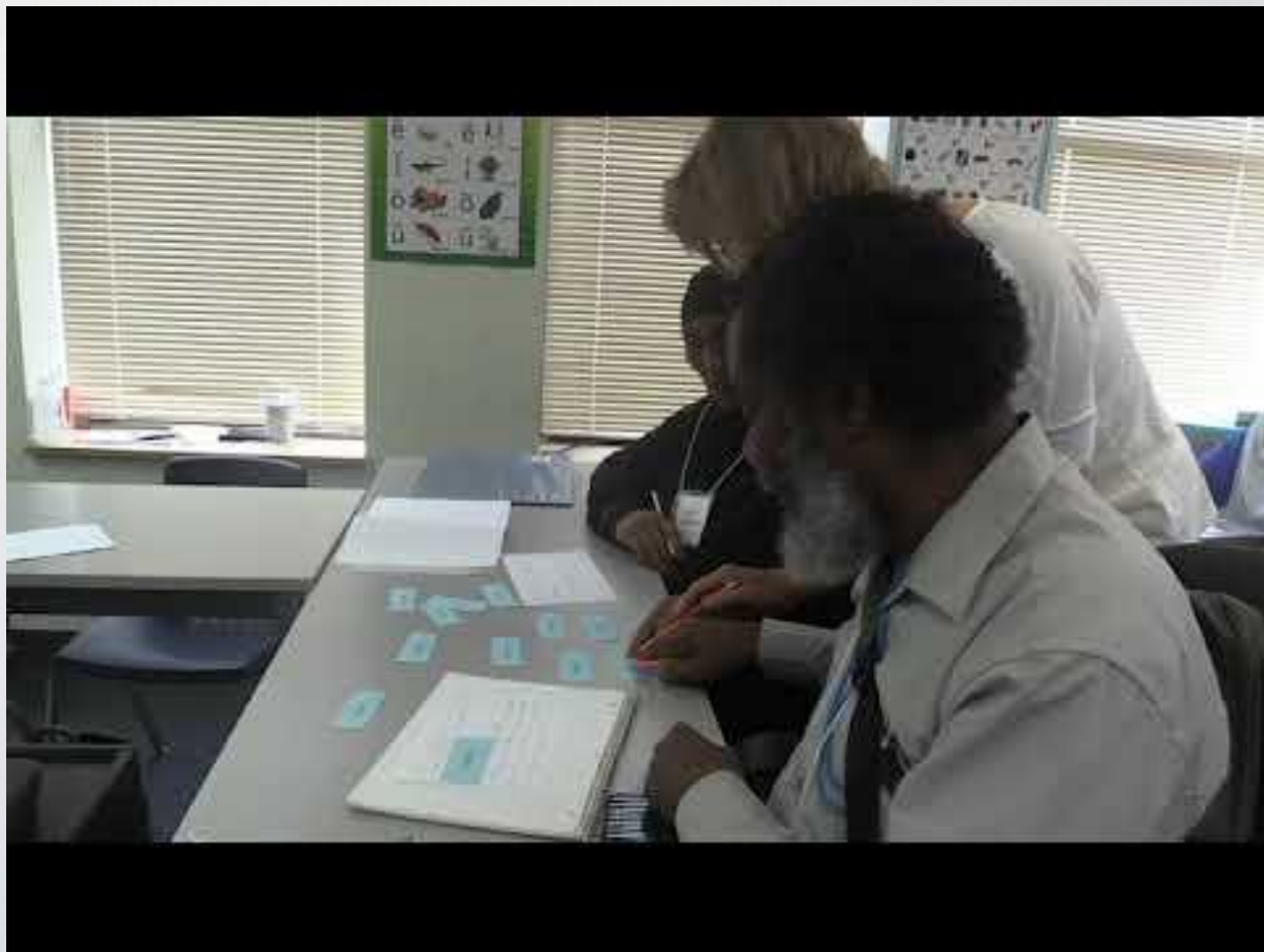
Example: మంట ంట

1. _____
2. _____
3. _____

Phonemic Awareness Tasks

- Rhyming: “Do these two words rhyme? Had, mad”

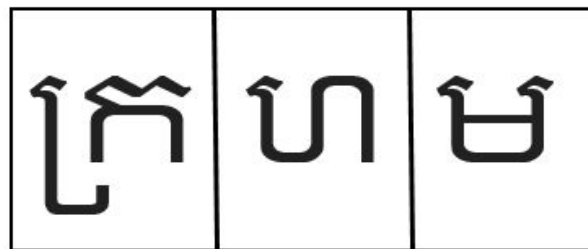




Phonemic Awareness Tasks

- Phoneme blending:
“What word is /h/ /ɛ/ /l/ /θ/ /i/?”
- Phoneme segmentation:
“How many sounds are in said?
Where is the /s/ sound?”

Phoneme Blending – Try it Out



Directions:

Copy this word on your card. Use your finger to follow along with the teacher. Blend the sounds together more and more quickly.

Phoneme Segmentation – Try it Out

beginning	middle	end

Directions:

Copy these headings on your card. Listen to the list of words. Put the marker in the matching column.

Additional Resources

<https://atlasabe.org/resources/esl/>



ABE Teaching & Learning Advancement System



ESL Resources

ESL

Beginning ESL Literacy

Assessment

Reading Foundations

Teaching Strategies

Professional Development



Final Questions?

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