

# English Language Instruction: Using Literature in Secondary Classrooms

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## Overview

- ▶ Today's Goal is to add new strategies to your repertoire that improve your students' English literacy and ability to analyze a piece of literature.
- ▶ The Lesson
  - Preparing to teach - identifying vocabulary to pre-teach
  - Before students read - learn about figures of speech
  - Reading - build listening skills too!
  - After you read - writing questions (QAR)
  - Writing - integrate skills and use background knowledge to write
- ▶ Dialogue - What works in your classroom?

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## Preparing to teach – Vocabulary

1. Necessary vocabulary for understanding the text and building knowledge base
  2. Vocabulary that helps students better understand the text but are not essential - often culture/context specific or technical (Kabati, cassava)
  3. Words that can be figured out from context - place names (fronds, mortars)
- Word study - selection based on distinctive features (verbs, adjectives, rhyming words)

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## Listening skills

- ▶ Read the first paragraph aloud to students.
  - Follow with anticipation questions.
  - Ask students to describe the setting
  - What are the author's intentions
  - Are students understanding?
- ▶ Write responses on the board to refer to later



Teacher reads aloud (model)

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## What are similes?

- ▶ A figure of speech that compares to unlike things using *like*, *than* or *as*.
- ▶ Contrast with metaphors - “language that compares seemingly unrelated subjects” (Wikipedia) without using *like*, *than* or *as*.

As blind as a bat  
As clear as a bell  
As common as dirt  
As stubborn as a mule

He smokes like a chimney  
Fight like cats and dogs  
To soar like an eagle  
To sleep like a log

“Superman is more powerful than a speeding locomotive”  
Faster than lightening

**Simile**

You must strive to be like the moon.

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## Question Answer Response (QAR)

<p><b>In the Book---Right There</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reread</li> <li><input type="checkbox"/> scan</li> <li><input type="checkbox"/> look for key words</li> </ul>	<p><b>In My Head – On My Own</b></p> <p>The answer is in several places in the text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> skim or reread</li> <li><input type="checkbox"/> look for important information</li> <li><input type="checkbox"/> summarize</li> </ul>
<p><b>In the Book – Think and Search</b></p> <p>The answer is not in the text. Think about what you know and what is in the text and how they fit together.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> reread</li> <li><input type="checkbox"/> think about what you already know</li> <li><input type="checkbox"/> think about what the author says</li> <li><input type="checkbox"/> predict</li> </ul>	<p><b>In My Head – Author and Me</b></p> <p>The answer is not in the text.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> think about what you already know</li> <li><input type="checkbox"/> think about what you've read before</li> <li><input type="checkbox"/> make connections</li> </ul>

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## Questioning Strategies

**THINK – PAIR – SHARE**

- ▶ Purpose: To think about the theme or topic of the lesson and to tie this back to their own experience.
- ▶ Procedure:
- A. *Think*: Invite students to think about a topic or the reading.
- B. *Pair*: Next students find partners. They tell their questions to their partner and they listen to the questions their partner tells them.
- C. *Share*: The first pair gets together with another pair of students. Each person takes a turn asking questions. The group can then select one or two questions to share with the class.

**20 QUESTIONS**

- ▶ **The whole class** is to be the *answerer*. A small team of players are *questioners*.
- ▶ The team takes turns asking the class questions about the reading.
- ▶ If 20 questions are asked without a missing an answer, then the class wins. If not then the team wins.

Think – Pair – Share

20 Questions

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## Writing a Narrative

- ▶ The teacher divides the class according to who wants to retell a commonly known story or narrative.
- ▶ The groups brainstorm and write down what they know about the story.
- ▶ **Write what you all know**
- ▶ Plot summary
- ▶ Characters name and brief description
- ▶ Setting – describe where it takes place
- ▶ **Outline of the Plot**
- ▶ What happened first?
- ▶ List essential events in the plot
- ▶ Conclusion
- ▶ Morale – what does the story teach us?

Merge sections finally!

Parts of a Story

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