

# Growing up with English

**Janet Orr**

Published by U.S.  
Department of State, 1999  
Available through a  
U.S. Embassy

## First Language Learning

- Learning English builds upon a pupils' knowledge of Swahili.
- Pupils need to know the difference between community language and "school language."
  - Read/tell stories to pupils, then talk about the stories
  - Ask pupils if they know of a similar story.
  - Think aloud. Describe your thinking as you work out a problem.

2

- Concepts that pupils should know in Swahili:
  - Identification of objects
  - Classification according to colour, size, shape, number, function and kind.
  - Spatial relationships - prepositions of place
  - Temporal relationships – time and sequence
  - Emotional and familial relationships
  - Ordering – biggest to littlest, 1<sup>st</sup>...
  - Equivalency – same and different, how much a container holds
- **Activity** – Begin each day with the same routine.
  - Date
  - News
  - Show and describe
  - Read a board message

3

## Cooperative Learning

- Give pupils more opportunity to learn.
- Pupils practice giving answers.
- Opportunities to speak
- Opportunities to check thinking strategy
- Positive interdependence
- Assures that everyone learns

### Numbered Heads Together

- Desk partners number off – 1,2,3,4
- Teacher asks a question
- Teacher tells pupils to put their heads together to make sure everyone on the team knows the answer.
- Teacher calls a number and the pupil with that number raises hand to answer for the group.

4

### Think Pair Share

- Pupils think about the question to themselves.
- They pair up with another pupil to discuss the answer.
- Share the answer/thoughts with the class.

### Round Table

- Make some groups.
- Ask the class a question.
- In the group, the pupils pass a pencil and folded paper.
- Each writes an answer.
- Show all the answers to the group and vote on the best answer to tell the teacher.

5

## Oral/Listening Activities

### Total Physical Response

1. Preparation – introduce new vocabulary
2. Set up – have pupils sit or stand ready for the activity
3. Demonstration – the teacher demonstrates the actions while singing/saying the actions.
4. Modeling – teacher reads or says the actions while the pupils do the actions.
5. Reinforcement – do it again with the whole class
6. Variation – have the pupils say and do, use props, or do in different order.

6

## Chants



- Helps pupils learn stress, intonation and proper pronunciation.
- Rhythmic presentation of simple language.
- Short quick activity that can be repeated daily.
- Active learning!

7

Group 1: Are you hungry?  
Are you hungry?

Group 2: Yes, I am.  
Yes, I am.  
I am very hungry.  
I am very hungry.

Group 1: I am too.  
I am too.

(thirsty, angry, busy, nervous, sleepy, tired)



8

## Learning to Read Swahili/English

- Solid foundation in learning to read in Swahili first.
  - Phonemic awareness is the awareness of spoken sounds. Activities, such as:
    - Identify the first sound in *babu*, *asante*, etc.
    - Which word has a different beginning sounds: *marahaba*, *mboga* and *kijani*.
    - Phoneme blends: *kwanza*, *mwekundu*, *chakula*, *utatosha*, *bwana*
  - Letter knowledge assures that pupils know the name of the letter (a, b, c) and the sound (ā, b, k) each makes.

9

- Phonics is when the learner matches the sound with the appropriate letter in the context of the word.
- Comprehension
  - Comprehension strategies-set the stage, check understanding, retell, etc
  - Vocabulary instruction improves with repeated multiple exposures, pre-reading new words, and context.
- Fluency is the ability to read a text quickly, accurately and with expression.

10

## Strategies to improve reading

- Storybook reading – read a story aloud to the pupils while showing the pictures.
  - Read favorite stories again
  - Have upper level pupils read to lower level pupils
  - Ask pupils to retell the story using just the pictures
  - Ask pupils wh-questions about the story: who, what, when, where, how.



11

## Using Big Books and Posters

Shared book experiences model the reading process

- Identify:
  - The title
  - Author
  - Illustrator
- Pre-reading
  - Guess from the pictures what the story is about
  - Ask what they know about the topic
  - Introduce vocabulary
  - Introduce language concepts
- First reading
- Discussion
- Re-reading
- Use the text for instruction
  - Phonics
  - Cloze procedure
  - Letter knowledge
  - Comprehension
- Extension – Focus on subject area / arts knowledge

12

## Using Big Books and Posters

- Ask the pupils to find a certain letter by saying the letter name or the sound the letter makes. Have them point to the letter on the Big Book. (at the beginning, middle and end of words)
- Ask the pupils to find a word by either saying the word or sounding it out phonetically.
- Place word cards on the chalk tray . Ask the pupils to find a certain word. Have the pupil find the matching word in the Big Book.
- Ask upper class pupils to find a verb, a noun, a capital letter, or an adjective.
- Ask pupils to make predictions – what will happen next in the story.

13

## Constructing Meaning-Writing

- Prewriting-talk about what you want to write, get organized
- Drafting-get ideas down
- Respond to writing-pairs or groups make recommendations for revision or mini-lessons on skills
- Revising-spelling, sentence structure, organization, detail
- Final Draft



14

## Types of Word Knowledge

### **They \_\_\_\_ across the road.**

What do you know about this sentence?

You know that the verb is missing so you think about all the verbs you know that could possibly make sense here.

You use **syntactic** knowledge and **content** knowledge.

15

### **David dropped his tennis balls.**

### **They \_\_\_\_ across the road.**

Additional information allows you to narrow the possible answers.

This is a **semantic** clue.

### **They r \_\_\_\_ across the road.**

With the addition of a **graphophonic** clue (r) you confirm your answer.

16

## Activities

- I Spy – “I spy something with my little eye beginning with *d*.” Other pupils guess.
- Homophone Matching Games: new/knew, sea/see, by/buy/bye, to/too/two, wait/weight, meet/meat etc.
- Memory joggers
  - Little words in big words: *what busy terrible vegetable together*
  - I *hear* with my *ear*. The guy with the *guitar* drinks *fruit juice*.
  - *Accommodation*

17

## Learning Strategies

- **Meta-cognitive**-thinking about learning
  - Advanced organizers
  - Selective attention
  - Self management
  - Delayed production
  - Self evaluation
  - Self reinforcement
- **Cognitive**-apply new information to the task
  - Repetition
  - Translation
  - Notetaking
  - Imagery
  - Key word
  - Question for clarification
  - Deduction



18



## Language and Content

- Tell the pupils' the lesson objectives and activities.
  - Language objectives
  - Content objectives
- Connect with what pupils already know.
- List instructions.
- Present information in varied ways – visual, tactile, auditory, movement
- Learning strategies to help students remember – diagrams, charts, etc.
- Problem solving questions

19



## Assessment

- Assessment is finding out what students know.
  - Group assessment through cooperative learning
  - Checklists
- Evaluation occurs when judgment is passed on student performance.
  - Marking
  - Testing

20