resources for students facing these challenges at <http://larryferlazzo.edublogs.org/2008/12/06/the-best-online-resources-for-teachers-of-pre-literate-ells/>

recent one: <http://larryferlazzo.edublogs.org/2011/09/19/the-best-beginner-intermediate-advanced-english-language-learner-sites/>



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| The PWIM, Language Experience Approach, Back to the Screen. In addition, we're big believers in having students become better readers by reading high interest texts http://cdnsl.coveritlive.com/templates/coveritlive/images/icons/fb_share2.png |
| 4:12 | Larry Ferlazzo: For ELL's, there are literally thousands of online audio visual texts that provide tons of support that make these accessible to even Beginners.  |
| "Back to the screen" is where students pair up and one side watches video and has to tell in English to their partner what they see, switch after a few minutes, and then they need to write in chronological what they saw; Language Experience Approach is where the class does an activity or watches a movie together and then, as a class, write sentences about what they did or saw.  |



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| The Picture Word Inductive Model is great for Beginners, where students are shown a big image in front of the classroom and, then, during the week, go through a process of identifying words, categorizing them, adding new words into the categories, writing sentences about the picture, categorizing them, then turning them into paragraphs , and a title – in effect, an essay. Search for PWIM on my blog and you’ll find lots of information and examples.  |



Here's a link to that post, for anyone who's curious: <http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2012/10/response_the_best_ways_to_use_interactive_white_boards.html>

<http://larryferlazzo.edublogs.org/2008/10/03/the-best-multilingual-bilingual-sites-for-math-social-studies-science/>

We are very clear in believing that concept attainment is the most effective and engaging process to help any student develop grammar skills. We write about it in our book but, simply, it's a matter of taking examples from student writing and dividing it into "Yes' and "No" columns and having students figure out why they are in each column.