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Soggetti	English language - Study and teaching - Foreign speakers Second language acquisition Picture books - Study and teaching Language experience approach in education
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Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references (pages 169-187) and index.
Nota di contenuto	<p>""COVER""; ""TEACHING BEGINNER ELLS USING PICTURE BOOKS""; ""CONTENTS""; ""PREFACE""; ""Criteria for Picture Book Selection""; ""Content""; ""Notes""; ""ACKNOWLEDGMENTS""; ""ABOUT THE AUTHOR""; ""CHAPTER 1: USING PICTURE BOOKS WITH ENGLISH LANGUAGE LEARNERS""; ""Books for ELLs""; ""Simplification""; ""Tellability""; ""Books With Tellable Features for a Unit on Butterflies""; ""First Strand: Focus on Comprehension""; ""Second Strand: Focus on Expression""; ""Third Strand: Language-Focused Learning""; ""Fourth Strand: Fluency Development""; ""Butterfly Books for ELLs""; ""Conclusion""</p> <p>""Tellability in Practice: Using CLT Criteria""""Notes""; ""CHAPTER 2: SELECTING BOOKS WITH THE RIGHT CONTENT DIFFICULTY""; ""1. How Cognitively Difficult Is the Content?""; ""Age""; ""Education and Literacy""; ""Culture""; ""2. How Useful Is the Content?""; ""Social Orientation""; ""Socially Oriented Books for Upper Grade ELLs""; ""Topic Organization""; ""Themes""; ""3. How Interesting Is the Book's Content?""; ""Science""; ""Social Studies""; ""Language Arts""; ""Mathematics""; ""Conclusion""; ""Tellability in Practice: Using Content</p>

Criteria"; "Notes"

CHAPTER 3: SELECTING BOOKS WITH THE RIGHT LANGUAGE INPUT

Difficulty of the Text"; "How long and how difficult is the text?"; "Is it useful for language learning?"; "Language-Focused Study for Upper Grade Ells"; "Stage 1: Short and Simplebooks for Silent Beginners"; "Stage 2: Longer, Simplebooks for Emergent Beginners"; "Stage 3: Books With Increased Complexity"; "Stage 4: Books With Greater Variety for Productive Beginners"; "Other High-Utility Picture Books About Plants"; "Conclusion"; "Tellability in Practice: Determining Language Difficulty for Beginner ELLs"

CHAPTER 4: ASSESSMENTS FOR MATCHING BOOKS AND ENGLISH LANGUAGE LEARNERS

"Listening: TPR Rubric"; "TPR Rubric Procedure"; "Listening: Comprehension Check"; "Reading: I-We-U Interview Record"; "Sample Assessments for the I-We-U Record"; "Reading: Graphic Organizer"; "Speaking: A Retelling Scale"; "Retelling Scale Procedure"; "Writing Scales"; "Procedure for Using Writing Scales"; "Timed Writing"; "Conclusion"; "Tellability in Practice: Assessment of Skills"; "Notes";

CHAPTER 5: MATCHING BOOKS TO COMMUNICATIVE LANGUAGE TEACHING STRATEGIES

"Rationale for 12 CLT Strategies"; "Oral and Written Language Styles"; "Chanting and Singing"; "Books for Chanting and Singing Listed Alphabetically"; "Compare and Contrast"; "Books for Compare and Contrast"; "Graphics"; "Books for Graphics"; "Guessing Games"; "Books for Guessing Games"; "The Language Experience Approach"; "Books for LEA"; "Model-Based Writing"; "Books for With Writing Templates"; "Reader's Theater"; "Books for Reader's Theater"; "Realia"; "Books for Realia"; "Recitation"; "Poem Books for Recitation"; "Retelling"; "Books for Retelling"

Sommario/riassunto

For beginning English language learners, a picture really is worth a thousand words! Picture books can unlock puzzling cultural and social meanings for students at all ages and grade levels. Ana Lado illustrates how picture books are an especially useful tool for building important language and social foundations.