

This template is a synthesis of Susana Dutro's Systematic English Language Development, Sheltered Instructional Observation Protocol, Dr. Roessingh's Learning By Design web-based unit planning, Alberta Education Benchmarks, AISI Area V Differentiated Learning Template, Universal Design for Learning, and Understanding by Design.

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Program of Studies/Locally Developed Course: Alberta Social Studies Elementary Program of Studies various grade levels/ ESL
Locally Developed Course-Intro. to Canadian Studies Could be used in a differentiated class or in a congregated setting.

Unit/ Theme: The Aboriginal Perspective in Canadian Studies

Part A | Overview of Unit

General and Learning Outcomes and Skills

1. Language Learning Function (s):

Describe people, places, and things,
Manage Conversations and Participate in Discussion,
Explain Thoughts and Feelings,
Seek Information and Clarification, Describe Sensory Details
Summarize stories

2. Benchmark Competencies and Language Strand Outcomes:

Reading	Writing	Speaking	Listening
<ul style="list-style-type: none"> • <i>Comprehends some high frequency, utility and subject-specific vocabulary; e.g. home</i> • <i>Identifies basic conventions and comprehends different word endings indicating verb tenses or plural; e.g. Beliefs, Traditions</i> 	<ul style="list-style-type: none"> • <i>Uses basic utility and subject-specific vocabulary related to familiar objects, actions and topics; e.g. Circle of Courage</i> • <i>Writes declarative and negative sentences. e.g.</i> 	<ul style="list-style-type: none"> • <i>Expresses ideas, asks and answers questions, makes statements using more subject-specific vocabulary. e.g. completes sentence frames for descriptive functions</i> • <i>Uses patterned, predictable language</i> 	<ul style="list-style-type: none"> • <i>Responds to the chaining of two high frequency commands; eg. Listen to the word, if it has vowels, place it on the board.</i> • <i>Demonstrates understanding of subject-specific vocabulary e.g. Show me where First Nations</i>

<ul style="list-style-type: none"> • <i>Demonstrates comprehension of sentences in a paragraph using common time markers and conjunctions; e.g. now, then</i> • <i>Comprehends a series of simple sentences in texts containing supports such as headings, captions and illustrations; e.g. Directions, N,S,E,W.</i> 	<p><i>Europeans were not here first.</i></p> <ul style="list-style-type: none"> • <i>Produces text using familiar words and phrases to complete forms and graphic organizers, label diagrams and follow models with support; e.g. Three Point Approach for new vocabulary using L1</i> 	<p><i>structures including simple affirmative and negative statements, questions and commands; e.g. Where do the First Nations live?</i></p> <ul style="list-style-type: none"> • <i>Uses common pronouns, adjectives, nouns and verbs in present tense; e.g. They, their, work, build</i> • <i>Uses message replacement, everyday expressions and questions to interact and initiate conversations; e.g. How do I start?</i> 	<p><i>use the circle</i></p> <ul style="list-style-type: none"> • <i>Demonstrates understanding of compound sentences in context e.g. They hunted buffalo, and gathered berries.</i> • <i>Demonstrates understanding of common nouns, verbs in present tense, pronouns and prepositions; e.g. The Blackfoot people are nations in a confederacy.</i> • <i>Relies on visual cues, direct instructional and demonstrations to make meaning of oral texts; e.g. Find the picture that matches my word.</i> • <i>Distinguishes phonemes with slower pace and emphatic speech; e.g Backwards Pronunciation for the word “mystery”.</i> • <i>Understands words that describe an action. E.g. Hunted.</i>
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3. Alberta's Program of Study/ Locally Developed Course/Content Learning Outcomes:

- 1.1 demonstrate awareness of and respect for diversity in the Canadian population (ethno-cultural identity, age, physical and intellectual ability, gender, and sexual orientation)
- 1.8 be familiar with patterns associated with Canadian diversity (FNMI and founding nations, immigration) ✓ ✓
- 2.3 locate, extract, and organize key facts from informational texts designed or adapted for beginning learners of English ✓
- 2.4 locate extract and organize information from adapted and authentic resources ✓
- 2.11 use graphic organizers, such as retrieval charts or Venn diagrams, to make meaning of information ✓ ✓
- 2.16 express opinions and present perspectives and information in a variety of forms, such as oral or written presentations, speeches or debates ✓
- 2.20 listen to others to understand their perspectives

4. Technology Skills/ICT Outcomes:

- ✓ use current, reliable information sources from around the world ,
- ✓ use and manage information and communication technologies assess the authority, reliability, and validity of electronically accessed Information,
- ✓ use iPad tools to view narrative books and to create notes which could be transcribed

5. Academic Skills:

Many of the academic skills we expect for mainstream Canadian classes may not have been introduced in the students' previous educational situation. Academic skills such as:

- utilize and manage information e.g. use websites, pictures, Aboriginal Kit objects-sensory response to objects, word wall to make meaning
- interpret data, information-watch and listen to an interactive website e.g. 4 Directions and Walking Together
- utilize IT skills-use iPad applications for applying new vocabulary, building sentences, representing knowledge.
- use academic language e.g. classroom discourse discussions
- use a variety of writing format(s) e.g. graphic organizer, sentence frames, Story book application in iPad
- practice concentration and memory skills e.g. matching photos to words, using high frequency words and content-specific words in speech and writing
- develop group work/team skills e.g. work in pairs to alphabetize and identify vowels, work in small groups to match photos and words, and in small groups to use sentence frames
- build communication skills e.g. use talking stick to make sure everyone has a chance to talk
- employ strategies/strategy selection e.g. drawing of idea/concept, and translating from L1 to L2.in a graphic organize

<p>6. Engagement and Relevance</p> <p>Students will be taught through the three most relevant methodologies for beginner English Language Learners: Language Experience Approach, Total Physical Response, and Audio-Lingual. They will practice linguistic vocabulary, linguistic syntax, strategic discourse, and sociolinguistic language competencies. They will learn more about the culture of their new country by learning about the people who live here. They will build a foundation of cultural understandings and historical, political Canadian content prior to integrating into high school ESL and core courses</p>	<p>7. Essential Question</p> <p>Who are the people of Canada? Who was here when Europeans landed in North America? How did they live then and how do they live now?</p>
<p>8. Profile of your Learners</p> <p>English language learners may:</p> <ul style="list-style-type: none"> • be self-conscious and confused; smile hesitantly • observe surroundings carefully • require buddies • rely on first language • seek out L1 speakers during breaks • experience a silent period • respond with one or two words or memorized expressions • copy and repeat oral instructions, questions and modeled responses • rely on visuals and diagrams to understand and communicate • fatigue by midday or be frustrated attending long lectures unaccompanied by visuals and gestures • Gr. 1-3: decode or copy English texts with or without understanding • Gr. 4-12: read and comprehend texts at pre Grade 1 level relying on picture cues • Gr. 4-12: rely on first language translation; e.g., uses peer translation or bilingual dictionary <ul style="list-style-type: none"> use one- or two-word survival utterances, pictures, gestures and L1 <ul style="list-style-type: none"> • not write independently • read or write survival vocabulary and have limited spoken English • draw pictures • copy without understanding • be able to name some letters • decode and understand the meaning of some sight words 	<p>9. Preassessment / Background Knowledge</p> <p>Introduce Topic Heading on the Board: Aboriginals, First Nations, Metis, Inuit People of Canada along with essential questions. Picture Splash-Students sit in a circle. Throw Pictures that match some of the vocabulary (words) that will be introduced this day and in the next few lessons on the floor and invite students to pick a picture they might know something about and have them try to explain. There will likely be limited responses. Have them try to respond as best they can. Then have them identify the shape of the seating arrangement. Put the word “Circle” on the board. Identify the circle shapes in many of the pictures.</p>

10. Opportunities for Differentiation & Personalization	11. Evidence of Student Learning/Assessment
<p>This group will have eleven (14-18 year olds) in this class. They are all at beginner level in English but have a variety of literacy levels in their Home Language. The languages spoken by them are: Farsi, Urdu, Oromo, Punjabi, Vietnamese and Tagalog (Filipino). Alphabetic Principle would be absent for most of these students other than Filipino speakers. That is a consideration when introducing print, letter recognition, etc. The simple sentences in the retrieval chart may be too difficult for some of the students.</p>	<p>The preassessment will serve two purposes it will give a baseline set of information about the students' knowledge about Canadian Aboriginals,, and their oral skills. The matching picture/words and subsequent word work will help to assess their understanding of alphabetic principle, knowledge of high frequency words, semantic, phonemic awareness, phonics knowledge.</p>
12. Resources	13. Other
<ul style="list-style-type: none"> • Aboriginal Team-CBE advice and recommendations • 4 Directions Interactive Teachings at fourdirectionsteachings.com • Walking Together- a professional resource through Alberta Education • Aboriginal Hands-On Kit with artefacts • Pictures from the Internet of Content Specific words e.g. tipi • Large laminated vocabulary words for the word wall • Turtle Island Voices from Rubicon Publishing gr.1 and gr. 2 books • Ipads and connector to projector • drum • Talking Stick 	<p>Recommendation-A field trip to the CBE Circle of Nations Museum at Kingsland Centre set up with the Aboriginal Team of CBE. Other Resources can be found on CORE. E.g. The 8th fire series by CBC. Books called “Contemporary Issues” are in all the schools and are a good resource and are used to teach Aboriginal culture 10,20,30.</p>




Part B | Lessons at a Glance

	Lesson 1* First hour of three	Lesson 2* Second hour of three	Lesson 3* Third hour of three	Lesson 4* Summative Work if Time	Lesson 5*
Openers:	Essential Questions on Board Circle seats Picture Splash on floor Intro to Circle Intro to Talking Stick Beginning of Picture/Word Wall	Response to Objects in the Aboriginal Kit-Sensory Response	Watch a video to give them a sense of the sound of a First Nation Elder Recycle words on word wall	Show and read out loud a story from Turtle Voices using LCD projector and Ipad. Model summarizing with simple sentences. Two or Three Sentences. Only oral. Use of I pads to consolidate learning and apply new vocabulary	
Tasks: Grouping:	Large Group in Circle, Talking Stick, Large Group listening/viewing for new vocabulary, oral expression, linking visuals with words (individual)	Large group and Individual I introduce an object and say what it is out loud and then model four sentence frame completions to an object on the retrieval chart. Then hand out ten more objects and have them respond in writing on the Sensory Graphic Organizer.	Individuals	Groups of two or three	
Overarching Function (Dutro 3.7)	Explain Thoughts and Feelings Describe people, places, and things	Seek Information and Clarification, Describe Sensory Details, Manage conversations and participation	Seek Information and Clarification,	Summarize main ideas in a story. Explain Thoughts and Feelings,	

<p>Specific Language Function (Dutro 3.7)</p>		<p>Describe Sensory details- Sensory Response to Objects</p>		<p>Summarize main ideas of a story orally and (simple sentences) Orally present to group trying to say in two or three sentences what the story was about. (Beginner ELLs-just like our native speakers-tend to retell the story page by page. This is a good start at having them practice summarizing main ideas)</p>	
<p>Language Tools:Grammatical Forms (Dutro 2.14 and Tabs 5,6,7) Using sentence frames with nouns and adjectives</p>	<p>Explain the Circle's importance to FNMI. Students will demonstrate comprehension of Total Physical Response of sitting in a circle. Explain that they will choose a picture they know something about. They will use the following sentence frames. . I see_____. This is_____. Talking Stick use. Students' explanation of pictures they chose while holding talking stick, (Common nouns and adjectives) then they post on Whiteboard. Spontaneous I Do, We Do, You Do work with speech and backwards</p>	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel_____. What do you smell? (sweet, nice, stink) I smell_____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>	<p>Watch a clip from a video. Walking Together-Learn Alberta-Elders-Observing Practice-Elder in the Classroom. No forms taught here just some of the words on word wall. Teacher recycles new vocabulary with visual aids of video. After video recycle throughWord Work: In pairs Alphabetize six words. In teams of two or three. Then, In pairs identify vowels, and finally in pairs break words into syllables and do backwards pronunciation with drum.</p>	<p>This story was about _____. _____. (characters) They _____ _____. (what they were doing) It ended with _____ _____. (characters and conclusion)</p>	

	pronunciation as we discuss pictures. Students then are given a word that they should match with the correct posted picture and pronounce out loud.		After all of those words explain that they will do a circular Three Point Approach to identify words, define, them and draw some of them. Three Point Approach Graphic Organizer for recycling.		
Vocabulary: transferable (mortar)	Circle, symbols, directions, this, is, I, think,	What, see, smell, feel, do, It		Once Upon A Time, Characters, Conclusion Action	
Vocabulary: content specific (bricks)	Talking Stick Circle, tipi, tepee, directions, North America, Hoop, Elders, Aboriginals, symbols, First Nations, Metis, Inuit, Stories, Treaties, Nations	Buffalo, bone, Sweetgrass,	Talking Stick Circle, tipi, tepee, directions, North America, Hoop, Elders, Aboriginals, symbols, First Nations, Metis, Inuit, Stories, Treaties, Nations Reserve, Original, Economic, New World, knowledge, Old World, Creation, /Respect, nature, history, teachings, mystery, sacred, creator , traditions, worship, social, political, beliefs Elders,	Talking Stick Circle, tipi, tepee, directions, North America, Hoop, Elders, Aboriginals, symbols, First Nations, Metis, Inuit, Stories, Treaties, Nations Reserve, Original, Economic, New World, knowledge, Old World, Creation, /Respect, nature, history, teachings, mystery, sacred, creator , traditions, worship, social, political, beliefs Elders,	
Assessment: Pre, Ongoing, Formative, Summative	Picture Splash for Background Knowledge of FNMI and for oral language ability, and for alphabetic principle	Sensory Retrieval Chart	Three Point Approach Graphic Organizer Choose ten words from the word wall and write, define, draw	This skill will need to be practiced over and over.	

Retrieval Chart for Aboriginal Kit Objects

<p>Object #1-Sweetgrass</p> 	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel _____. What do you smell? (sweet, nice, stink) I smell _____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>
<p>Object #2-Buffalo Fur</p> 	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel _____. What do you smell? (sweet, nice, stink) I smell _____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>
<p>Object #3-Beaver Fur</p> 	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel _____. What do you smell? (sweet, nice, stink) I smell _____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>

Object #4-Snow Goggles



What do you see? (colours, shapes,)

I see _____.

What do you feel?
(soft, sharp, rough)

I feel _____.

What do you smell?
(sweet, nice, stink)

I smell _____.

What does it do?
(sew, clothes, cook)

It _____(verb) _____(noun).

Object #5-Stone Hide Scraper



What do you see? (colours, shapes,)

I see _____.

What do you feel?
(soft, sharp, rough)

I feel _____.

What do you smell?
(sweet, nice, stink)

I smell _____.

What does it do?
(sew, clothes, cook)

It _____(verb) _____(noun).

Object #6-Cattail Doll



What do you see? (colours, shapes,)

I see _____.

What do you feel?
(soft, sharp, rough)




I feel _____.

What do you smell?
(sweet, nice, stink)

I smell _____.

What does it do?
(sew, clothes, cook)

It _____(verb) _____(noun).

<p>Object #7-Birchbark Canoe</p> 	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel _____. What do you smell? (sweet, nice, stink) I smell _____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>
<p>Object #8-Bone Awl</p> 	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel _____. What do you smell? (sweet, nice, stink) I smell _____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>
<p>Object #9-Bone Needle</p> 	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough) I feel _____. What do you smell? (sweet, nice, stink) I smell _____. What does it do? (sew, clothes, cook) It _____(verb) _____(noun).</p>
<p>Object #10-Twig Comb</p>	<p>What do you see? (colours, shapes,) I see _____. What do you feel? (soft, sharp, rough)</p>



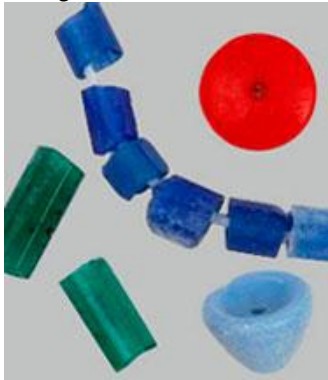
I feel _____.
What do you smell?
(sweet, nice, stink)
I smell _____.
What does it do?
(sew, clothes, cook)
It _____(verb) _____(noun).

Object #11-Fish Hook Set



What do you see? (colours, shapes,)
I see _____.
What do you feel?
(soft, sharp, rough)
I feel _____.
What do you smell?
(sweet, nice, stink)
I smell _____.
What does it do?
(sew, clothes, cook)
It _____(verb) _____(noun).

Object #12-Trade Beads



What do you see? (colours, shapes,)
I see _____.
What do you feel?
(soft, sharp, rough)
I feel _____.
What do you smell?
(sweet, nice, stink)
I smell _____.
What does it do?
(sew, clothes, cook)
It _____(verb) _____(noun).

Object #13-Strike a Light



Pouch

What do you see? (colours, shapes,)

I see _____.

What do you feel?

(soft, sharp, rough)

I feel _____.

What do you smell?

(sweet, nice, stink)

I smell _____.

What does it do?

(sew, clothes, cook)

It _____ (verb) _____ (noun).

Object #14-Awl Case



What do you see? (colours, shapes,)

I see _____.

What do you feel?

(soft, sharp, rough)

I feel _____.

What do you smell?

(sweet, nice, stink)

I smell _____.

What does it do?

(sew, clothes, cook)

It _____ (verb) _____ (noun).

Object #15-Hide Doll



What do you see? (colours, shapes,)

I see _____.

What do you feel?

(soft, sharp, rough)

I feel _____.

What do you smell?

(sweet, nice, stink)

I smell _____.

What does it do?

(sew, clothes, cook)

It _____ (verb) _____ (noun).

Pigment Palette



What do you see? (colours, shapes,)

I see _____.

What do you feel?
(soft, sharp, rough)

I feel _____.

What do you smell?
(sweet, nice, stink)

I smell _____.

What does it do?
(sew, clothes, cook)

It _____ (verb) _____ (noun).

(recycling vocabulary)

Point, Clap, Chant	<ul style="list-style-type: none"> • teacher states the word • a student points to a word on the word wall • all students chant letters of the word and clap for each letter
Rhymes	<ul style="list-style-type: none"> • materials: students notebooks • teacher states the word • student tries to write one – three rhyming words in notebooks • students say their rhyming words
Alphabetical Order	<ul style="list-style-type: none"> • choose a number of word wall words • students alphabetize them (use no more than 20)
Add An Ending (S, ED, ING)	<ul style="list-style-type: none"> • materials: students notebooks • choose the number of word wall words • students add endings to the words • students say the new words they have formed
Vowel Play	<ul style="list-style-type: none"> • materials: students notebooks • students write words and underline all vowels • students identify vowel sounds
Peer Test	<ul style="list-style-type: none"> • students test each other on the spelling of each new word (no more than 20)
Scavenger Hunt	<ul style="list-style-type: none"> • materials: students notebooks, magazines/newspapers • students try to locate as many of the word wall words as they can • cut them out paste them in their books
Change A Letter	<ul style="list-style-type: none"> • students try to make new words by changing just one letter
Word Wall Stories (Challenging Activity)	<ul style="list-style-type: none"> • students use as many of the word wall words as they can to write story, paragraph
Guess The Word Wall Words	<ul style="list-style-type: none"> • students work with partners and draw the word with their finger on the partners back • when a student guesses the word, they trade places – tactile learner
Letters Or Syllables	<ul style="list-style-type: none"> • teacher states the word • students hold up the number of fingers to show number of letters or number of syllables
Missing Word	<ul style="list-style-type: none"> • given a sentence, students fill in the blank • oral, written practice
Guess My Word Wall Words	<ul style="list-style-type: none"> • teacher gives clue about word – student writes down guessed word/points at guessed words
Word Wall Bingo	<ul style="list-style-type: none"> • materials: blank bingo cards • students write 10 to 20 words in bingo boxes

	<ul style="list-style-type: none"> • teacher randomly states a word wall word • student underlines or put a chip over the word • the winner is the first one to have all words read out by teacher <p>variation:</p> <ul style="list-style-type: none"> • teacher randomly states the definition of a word wall word • student underlines or put a chip over the word
Sounds Like	<ul style="list-style-type: none"> • teacher says a word that sounds like the word wall words (rhyming word) • student can point to word wall word or write the word wall word
Bang	<ul style="list-style-type: none"> • words are put in a box • students sit in a circle and each take a word from the box • if a student can read the word, s/he gets to keep it. if not, the word is returned to the box. • if a student pulls a card with the word bang! from the box, all the cards collected so far by that student must be returned to the box. • student with the greatest number of cards when the game ends is the winner
Bean Bag Toss	<ul style="list-style-type: none"> • materials: one shower curtain divided into 20 squares, words on large cards with small numbers (up to five) on the corner of each card, tape • attach words to shower curtain square • divide class into two teams (line up one behind the other) • teams take turns throwing bean bag to a square • if student can read word the bean bag lands on, the team gets a number of points on the card • if student cannot read the word, the other team gets the chance to say the word • team with the most points wins <p>some alternative games using a shower curtain: write the letters of the else that on the cards students identify the letter name or the sound(s) the letter makes</p> <ul style="list-style-type: none"> • make index cards for upper and lowercase letters • gives students lowercase cards to match uppercase letters • reverse letter activity • variation – – choose a card from a pile and then attempt to toss a beanbag onto matching letter • variation – – toss a beanbag onto a letter and then name the word that begins with the sound of the letter • variation – – pick a picture card • toss the beanbag onto the letter that contains the letter that matches the beginning sound of picture

Tic-Tac-Toe	<ul style="list-style-type: none"> ● materials: tic-tac-toe board on which word wall words are written (to save time, create several tic-tac-toe boards) ● divide class into two teams of x's and o's ● team members take turns coming up and select a space to read ● if the word is read correctly, put an x or an o for the team ● if word is read incorrectly, other team gets a chance to put up their symbol
Erasing Relay	<ul style="list-style-type: none"> ● write two columns of words on the board approximately equal in difficulty ● divide class into two teams lined up in front of board ● first student in each line points to the first word in the column and reads that word ● if student reads the word correctly, student erases the word ● if student reads a word incorrectly, s/he goes to the back of the line and the next student tries to read the word ● the game is won by the side it erases all the words first
Sight Word Money	<ul style="list-style-type: none"> ● materials: pennies, nickels, dimes, quarters, loonies and toonies ● divide class into teams ● each money amount represents a sight word activity with an increasing degree of difficulty. for example: for a penny the student reads the word, for a nickel the student reads the word and acts it out, for a dime the student reads the word and tells its meaning and so on. ● determine the amount and task before beginning the game ● the first student tells how much money s/he is playing for; if the student answers the question correctly, her/his team gets the money. ● if the answer is incorrect, other teams may answer, and that team will get the money. ● the team with the most money at the end wins
Relationships	<ul style="list-style-type: none"> ● materials: sentence frames using transitions and connectors of comparison, contrast, cause, effect – this will depend on the words function students need to practice ● materials: chart pens and paper ● divide students into groups of three or four ● using the sentence frames, student groups create sentences (you determine the number) using sentence frames ● sentences are posted, and voted on for correctness by the class ● sentences which are incorrect are crossed out ● group with the most correct sentences wins

Vodcasting	<ul style="list-style-type: none"> • materials: Ipods, Ipads • students are responsible for teaching each other new words selected by the teacher. students make connections by using real world applications (colors, pictures, drawings, and informal sentences) to help represent the definition • students first complete a storyboard containing information about their words to guide the creation of the vodcast. • the storyboard contains an easily understood definition written by the students, a color associated with the meaning, a symbol to represent the meaning, and also a visual representation of a situation in which the word could be used. students either draw a visual representation or find an image online. • after completing the storyboard, the students create • individual scenes in photo story, which resulted in the final digital word vodcasts • the teacher then uploads all student-created vodcasts to itunes. • next, the vodcasts are downloaded to devices, creating the digital word wall that students can use to review the vocabulary words.
Slap A Word	<ul style="list-style-type: none"> • materials: word wall, flyswatters • students are grouped in teams and lined up • students gather near the word wall. • students at the front of each line attempt to locate words on the word wall quickly. When the first student in line hears the word, s/he looks for the word on the wall and then swats it with the fly swatter. • teacher calls out a word from the word wall • first student on each team tries to locate the word and swat it with the fly swatter. • the student who slaps the word first wins. a point for the team • the team with the most points wins
There's An App For That	<ul style="list-style-type: none"> • My Word Wall (best used with grades 1 – 6)
SMART	<ul style="list-style-type: none"> • SMART Exchange has several ideas for using word walls

Collected and adapted for CBE ESL from the following sites.

ABOUT.COM Part of The New York Times Company <http://specialed.about.com/od/wordwalls/a/morewordwalls.htm>. August, 2011

Cunningham, Patricia <http://www.teachingfirst.net/wordwallact.htm> August, 2011

I-tunes <http://appsforipads.net/MyWordWallApp>