Successful Sheltered Instruction Strategy

Strategy

Tongue Tying Twisters (alliteration)

Sheltered Instruction Components Addressed

Comprehensible Input, Interaction, and Strategies

English Language Proficiency Benchmarks and Outcomes Addressed

R.2.4 Recognize that phonemes exist and can be isolated and manipulated.
R.2.5 Demonstrate knowledge of English phonemes and their relationships to familiar words.

Steps

Choose a children's literature book that focuses on alliteration.

❐ Read the book aloud to students.
❐ Reread (pre-selected) excerpt(s) from the book having the students listen for how each word in the selection is alike.
❐ Invite students to tell what they heard.
❐ Introduce tongue-twister concept and make up a class tongue twister based on the sound you provide.
❐ Have students create their own tongue twisters using writing and illustrations.

Suggested Lesson Extension:

Sound Collage

❐ Using magazines and newspapers have children cut pictures of objects that have the same beginning sound. Glue the pictures on a piece of construction paper and allow students to name or describe objects.
❐ Students will create a tongue twister based on their sound collage illustrations.

Display objects on a table

❐ Display and identify objects from home and classroom on a table.
❐ Model some alliterative phrases/sentences using object names.
❐ Have students use some of the objects to create an alliterative sentence.
❐ Encourage them to be creative in their exploration and uses of the words.

Suggested Titles and Language Features Used

❐ Giles Andreae, *K is for Kissing a Cool Kangaroo* (rhyme)
❐ Valorie Fisher, *Ellsworth's Extraordinary Electric Ears* (alliteration)
❐ Patricia Poloacco, *G is for Goat* (rhyme)
❐ Joy Cowley, *Mrs. Whishy-Washy's Farm* (repetition)

Got a great story of using this strategy? Got a successful sheltered instruction strategy that you use? Send them to the Department of Bilingual/ESL Services for future inclusion!