"For language to be acquired as a part of the unconscious system of communication, the focus of instruction should be on something other than the language itself and the message (content) should be *comprehensible* and of *interest*."

Modifications or Adaptations?

--Steven Krashen MODIFICATIONS Modifying Lessons/Materials English Proficiency Level **Multi-Sensory Activities**  $\triangleright$ Level 1 Making Connections Utilize music such as chants, Activate prior knowledge (ex., raps, and popular songs Beginner Use manipulatives brainstorm, webbing, KWL) Allow illustrated answers Explain with realia, illustrations, Level 2 maps, and photos > Teacher Talk Do demonstrations and role plays Early Intermediate Adapt speech  $\geq$ Student-Centered Learning Use language markers Provide hands-on experiences Use body movements and Allow exploration gestures Provide oral and written Encourage active participation instructions Plan field trips or culminating "Think-alouds" experiences > Sensitivity Comprehension Activities Use jigsaw activities Accept errors Allow use of native language Provide sequencing activities Have students illustrate key Be aware of cultural differences Level 3 events Cognitive Skills  $\geq$ Semantic Mapping Review key vocabulary Intermediate Use graphic organizers such as Teach and model cognitive story maps, timelines, Venn strategies diagrams, graphs, and charts Develop problem-solving skills Writina Bilingual Support Incorporate process writing, Allow bilingual dictionaries and dialogue journals, language translators (CAUTION: Word-forexperience approach, and word translations) character diaries Use bilingual tutor to pre-teach important concepts ADAPTATIONS Adapting Lessons/Materials English Proficiency Level  $\geq$ Alternative Text Level 4 Supplement with simplified text or authentic children's literature Use student-authored text Advanced Provide bilingual resources > Audiovisual

Level 5< Use video and TV clips</th>Advanced Proficient< Turn on closed-captioning on TV</th>Provide books on tape

Making it accessible and *comprehensible* for <u>ALL</u> students!