



**RETELL Strategy Implementation in the Classroom**

|  |  |
| --- | --- |
| **Teacher** | Stacy Sirmaian |
| **Content Area /** **Grade Level** | Kindergarten |
| **Unit** **(Topic or Skill)** | Thanksgiving |
| **Content Objectives** | ELA Literacy-RF.K.3 Demonstrate basic knowledge of one-to –one letter sound corresponding by producing the primary sound or many of the most frequent sounds for each consonant. ELA Literacy-RL. K.10 Actively engages in group reading activities with purpose and understanding.SWBAT state synonyms for the word harvest. |
| **Language Objectives** | SWBAT orally generate, within a small group, a synonym for harvest.Language Objective Differentiation for Proficiency Levels:Level 1: Students can point to farmers harvesting a field, within given pictures.Level 2: Students can act out poem about harvesting, using taught gestures. |
| **Strategy**  | Word Wheel |
| **Brief explanation of how the strategy was used** | 1. I explicitly explained to the students the word “harvest” using some aspects of the Seven Step Instruction model. 2. We then created a Word Wheel for the word “harvest” generated by the students. The students worked in small groups to generate words similar to harvest. I helped to prompt their responses through saying sentences where a word could be filled in and through dramatization. 3.I read a poem through pointing out the word “harvest” and discussed the meaning in context.4. I then engaged my students by using my turn / your turn approach, while having the students act it out using realia.5. On the third reading, we substituted words that the students generated that were synonyms for the word “harvest”. |
| **Reflection: How and why was the strategy effective? What might you change for next time?** | The academic language and discourse happened through the reciting of the poem and partnership discussion centered on the word taught. I know my ELLs really enjoyed saying the poem and substituting the synonym. They also had a great time dramatizing the word harvest and “acting out” using vegetables and fruits as props.This strategy was a very challenging activity for my ELL students. The next time I need to be better prepared with a variety of sentences and examples to provide them with support and guidance. |