

Touro College  
Graduate School of Education  
EDPN 673:  
Methods and Materials for Teaching English as a Second Language  
Professor: Jasmin Cowin  
**Methods Presentation Assignment**  
7-19-2022

In the methods presentation video, I presented how I would teach students to name rhyming words in the poems they read by using the Total Physical Response method. In this mini lesson, students practiced all four literacy skills of listening, speaking, reading and writing. This lesson would be taught to a small group of 4<sup>th</sup> grade ELL students speak English as a second language with developing proficiency. These students would be fluent enough to know basic and every day words in English and more, however, most of them are below grade level in reading. This mini- lesson is interactive with commands and questions as well as students practicing the strategy of identifying rhyming words with the teacher before they do it on their own. The practice part of the mini lesson includes open-ended questions as I ask the students to come up with words that rhyme and they are able to come up with rhyming words of their choice but the words must make sense in the poem. The mini-lesson presents a learner-centered environment because I would ask students to turn and talk with one another during the group's practice with the short poem and thus students can discuss ideas and learn from one another. Finally, the focus of the mini-lesson is the strategy that I would teach the students of how to tell if two words rhyme that consists of three steps and is presented with gestures and plenty of visual cues: 1. Close your eyes. 2. Say the words. 3. Listen if the two words sound the same and have the same ending. The strategy in the mini-lesson can apply to different students, such as general education students and those with special needs because it is clear, easily adaptable by the students, and I go over it many times during the lesson. For advanced and the gifted and talented students, there is a challenge task at the end that asks students to come with rhyming words for more difficult words including multisyllabic words.

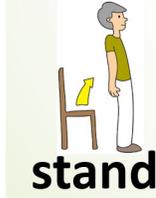
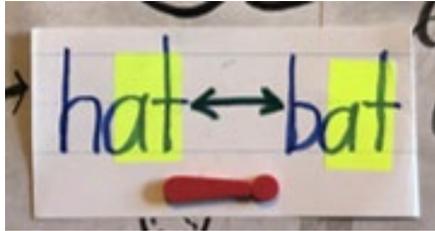
The mini-lesson starts with me asking the students what the rhyming words are and going over the purpose of why it's important to know where they would see rhyming words, which reflects the content objectives of identifying structure of poems and literary device of using rhyming words in poems. In the beginning of the lesson, I get students' attention to the anchor chart and a simple example of two rhyming words that I use in order to highlight two factors that make words rhyme. I further refer to this example throughout the lesson as a visual of two rhyming words that have sound the same and have the same ending. This example visual supports students because it keeps their attention on the factors that make words rhyme and it also helps students gain meaning from what is presented in the lesson in case there are words or concepts that some students may not be clear or confused about.

In my mini-lesson, I say the words I demonstrated first before showing the pictures because according to the Total Physical Response, the understanding of spoken language supersedes the written language. Also, I used simple sentences and provided students with simple commands and tasks of reading poems that students could be successful with and relate to. I used many gestures and visuals to provide students with the understanding of what is being said to account for the students with less English vocabulary and/or students with special needs. At the end of the mini-lesson, I would provide students with the Rhyming Words Strategy tool (the three-step process) and they would use it during the practice and the independent activity. This is how students would be able to achieve the language objective of the mini-lesson of naming rhyming words in isolation and in poems they read.

For the sake of time, I did not use realia for the objects shown on the anchor chart as students already have the knowledge of these words and I feel that it was more important to focus on the strategy that enables students to identify rhyming words since some students even at his grade level have a hard time with this skill. Once students have a clear understanding what rhyming words, they would be able to achieve the objective of the next day's lesson of explaining how rhyme and structure create meaning in a poem.

In summary, this mini-lesson is taught using the Total Physical Response as I use many gestures, visuals, and the strategy I employed is directly related to engaging the physical body and the senses on the part of the teacher and the students to increase students' learning and achieve the language objective of the mini-lesson.

**Key words, visual aids (anchor chart and strategy tool as a handout):**



**Link to the video:**

<https://drive.google.com/file/d/1hJRtOmqlkOCJfNnhF47AD74LqyyJQaZD/view>