

One skill to rule them all
One skill to guide them
One skill to bring them all
And in comprehension, bind them!
(Apologies to JRR Tolkien)

TECHNIQUES THAT CAN HELP US TO SLOW DOWN

- Pause and point**
 - Or walk back and touch the written word/drawing
 - Position yourself far away from the question words and vocabulary so you have to walk a ways
- Pause and think**
 - Use a grounding gesture that works for you
- Teach to the eyes**
 - Read your students. More reliable the younger the student.
 - It is all about the interaction between teacher/student and student/student
 - Teach your students, not (just) your lesson plan
 - Don't let the faster students push you, but take advantage of their ideas (circle them)
 - Give students time to come up with an answer
- Praise**
 - Teach the words in the T.L. for expressions like "Excellent", "Good job", "Well done" right away and use them often
- Comprehension checks**
 - Ask one or more of these questions in ascending order of abstraction and difficulty*
 - What did I just say? (*Shows student gets the gist, the contextualized message*)
 - What does ____ mean? (*Shows student gets the phrase; specific part of the whole*)
 - Why did I say ____ instead of ____? (*Shows student understands how the grammar functions*)
 - Have students shut eyes and gesture*
- Stretch out Phrasing and Spacing between words**
 - Motherese/Caretaker talk
 - Pause after question words: "Who...is going to the store?"
- Delay the gesture**
 - When the word and the gesture are always simultaneous students may just watch and not listen.
- Honor the language**
 - You love it, so savor it like an expertly prepared gourmet meal. Serve it and consume it slowly.
- Teach the slow processors**
 - Identify your barometer students & be sure they get it
- Write it down**
- Involve students in the slowing down process**
 - Ask for a big obvious sign that they do not understand

Keep reminding them to remind you
Ask for a level of understanding 1-5 or 1-10
Out of Bounds sign / Stop sign
Give students red, yellow and green cards to display their level of understanding
Ask "What did she just say?" to keep them engaged.

- Breathe**
Yoga-like technique. Just stop and take an obvious deep breath
- Set a slow pace**, one that you can maintain.
We almost always start too fast.
- Teacher uses a stop sign for the entire class, before everybody can answer**
Allows slower students processing time
- Develop an awareness of the tougher words and spend more time on them**
Difficult Sound: Many words sound similar to students
Difficult concept: Abstract words are often acquired more slowly

"Slow doesn't have to mean boring."

More ideas from your group this session:

What about faster processors?

Resist the urge to speed up

Even when they think they get, they still don't get it like they need to get it.

Check for comprehension—maybe they just THINK they get it.

Give them a task:

- Structure/Word counter (How many times did I say ____?)
- Quiz writer (12-15 questions and answers. Teacher chooses 10 for quiz at end of period)
- Artist (Draw the story to display and retell tomorrow)
- Details writer (to remind teacher and class about the story tomorrow)
- Ask them to help you identify

Switch it up

Give them something to do

Brain break to engage vocabulary in a different way (song, movement)

Involve more students