



Eye Openers

Tips for Teachers with **NEWCOMERS**

WELCOMING A NEWCOMER

Sensitize other students to the **CHALLENGES** newcomers face (Ask your native English speakers to imagine if they were in a place where no-one spoke English, what would you do? What would you want to know **IMMEDIATELY**?)

Assign newcomer a **Partner!** (Follow or show important areas of campus and help following schedule. In class, to help newcomer follow along during instruction) At times let others volunteer.

Create a **nurturing environment** (Encourage and praise for what the student CAN DO and remind him/her IT'S OK to make mistakes; your newcomer needs to know you care about him/her, you want them in class, and you will help them have success!)

Increase **YOUR KNOWLEDGE!** (How well do you know your student? Brush up on the newcomers' culture so you understand etiquette and other reasons for behaviors. ALSO, observe and interact with newcomers to find their strengths or expertise such as computers, math, art, music so they can participate)

Never forget that your newcomer didn't ask to be in this position, he/she is scared and intimidated **beyond words** and all they want is to be **appreciated for who they are** and **what they know** (even if language limits their ability to **tell you!**)

Instructional Strategies: **HOO** *has them? We ALL have them!!* (After all, we are teachers)

DEMONSTRATE..Model, Model, Model!! Accompany your WORDS with gestures, pictures, objects, manipulatives, or video to convey your message. *Remember, many students cannot do or understand what you tell them but they can do and understand what you show them.*

Make use of **VISUAL** clues and **GRAPHIC** organizers-maps, graphs, charts, timelines, diagrams, to convey your message **AND** check for understanding. *A picture is CAN be worth a thousand words!!!!*

Access prior knowledge-yes newcomers have prior knowledge!

READ ALOUD! - *it's not just for kindergarten.*

Speak directly, clearly and concisely during direct instruction- *No need to raise the volume of your voice... unless you know there is a hearing problem.*

Prepare and **provide** FOCUS questions, objectives, activities, outlines, teacher notes prior to lessons- *it ALL begins with the planning.*

Allow many **opportunities** for **English language use** in instruction – **NOT You but the STUDENT(S)!**

Sensory Supports	Graphic Supports	Interactive Supports	MISC Supports/Accom
Real life objects (realia) Manipulatives Pictures and Photographs Illustrations, diagrams, and drawings Magazines and newspaper Physical Activities Videos and film Broadcasts Models and figures	Charts Graphs Maps Tables Timelines Graphic Organizers Number Lines	In pairs or partners In triads or small groups In whole group Internet (websites) or Software program In native language (L1) With mentors	Cloze notes or reduced notes Extended Time Pre-Teach Vocabulary Shorten Reading Selections Bi-Lingual Dictionary Rephrase and Repeat Voice Recordings Translations Sentence Frames