

- Step 1: Provide a description, explanation, or example of the new term.
Step 2: Ask students to restate the description, explanation, or example in their own words.
Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.
Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
Step 5: Periodically ask students to discuss the terms with one another.
Step 6: Involve students periodically in games that allow them to play with terms.

Name of Strategy: Chants and Poetry Frames

Marzano Steps-1, 2 3, 6

Description: The use of poetry, chants and songs is an approach recognized in reading programs and all series for English Learners. It reinforces all the aspects of oral language. For English Learners, it allows use of high-level academic vocabulary in a low affective environment.

Materials Needed-Chants or poems that have high academic vocabulary and concepts. These must be written on chart paper. You also need picture file cards, markers and highlighters.

Procedures/Directions:

- Uses teacher-generated poems/chants that teach high-level vocabulary with a patterned frame.
- Teacher modeled chants are written, color-coded for reading support
- Use known rhythm or cadence
- Poetry in own packet for each student
- The first time through the chant or song, is done with patterning, rhythm, cadence and phonemic awareness in mind. There is no pointing to words or talking about definitions
- Second/Third time highlight words students select as being academic or interesting. Use metacognition here.... why did they choose the words? Discuss words...use sketches or Picture File Cards or examples to help clarify meanings for students
- Students compose their own poems/chants using new vocabulary and concepts related to the topic/theme and add to the poetry packet

Time: 20 minutes

References- *Bringing it All Together* by Marcia Brechtel page 152 or Key Trainers