

Instruction for Immigrant Students: Sample Strategies and Activities

Basic Concepts of the School Environment	Confidence and Self-assurance	Positive Identity with Community Background
<p>Color consciousness Determine the possibility of having nontraditional colors being represented on campus and in the classroom. Investigate the communities being represented in the classroom, and determine colors that promote a healthy learning environment. Colors should be inviting and invoke the presence of kindness, acceptance, friendliness, and an excitement for learning (Hollie, 2012).</p> <p>Layout The way materials are arranged on a campus and in the classroom should be conducive to the learning of the students. Think about how instructional activities can best take place in order to meet the needs of all students. Classroom configurations, especially, must set the tone for students' relationship building (Hollie, 2012). Keep community preferences in mind when placing immigrant children and youth in a position to communicate with yourself and others.</p> <p>Flashcards Create flashcards with visuals of places around the campus and areas in the classroom. Have a peer go through the flashcards with the immigrant student to instill of a sense of ownership in the new student of his/her new environment.</p> <p>Field trips Take classroom field trips across the campus to have new immigrant students become familiar with the different areas of the campus. A peer might assist during the student's initial days of attendance. However, it is crucial for the teacher to model a sense of support by having the entire class engage in such field trips to establish a student's sense of confidence and trust in the teacher.</p> <p>Animated visuals Similar to the flashcards, these cards should be made up of visuals that can possibly animate the purpose of various areas of the classroom environment. For example, a label for a library station should include more than a visual of a book. Possible additions may include step-by-step graphics of a student retrieving a book and then sitting to read individually.</p>	<p>Community consciousness Investigate the backgrounds being represented in the classroom in order to proceed with instruction that is contextually relevant or responsive. For example, prior to teaching about the American Civil students research possible similar wars in representative countries in the classroom to support the student's understanding. Linking these ideas to the American Civil War validates the student's community history and assists the student in making the transfer to understanding the content being presented.</p> <p>Community chants In order to integrate the student's community into the classroom's daily routine, seek out sayings or chants that may relate to typical classroom instances, such as transitioning into another subject or leaving the classroom (Hollie, 2012). Teach these to all students and use them consistently in the classroom.</p> <p>Scripting Have premade index cards detailing scripts for responding to certain routine occurrences, such as receiving a classroom visitor, taking another student to the nurse, or asking a peer for assistance. Such scripts may include visuals to better support early English language proficiency levels of students (Herrell & Jordan, 2016).</p> <p>Powerful questions Create questions on cards which new immigrant students may typically know responses to. Sporadically, such as during a transition to another subject or activity, or at any other moment that presents itself, pass out these cards, one card to each student. Ask students to mingle while music is played, finding a partner when the music stops. Have partners read their question to each other and provide the response. New students should be able to develop a confidence in their ownership of their English language proficiency. Examples of questions include, "What colors can an apple be?" "What is your teacher's name?" "What grade are you in?" "How old are you?" Hold the high expectation of speaking in complete sentences.</p> <p>Celebrations When implementing celebrations in the classroom related to customs and traditions of the United States of America, ensure other communities' celebrations and traditions are being represented in the classroom as well.</p>	<p>Role models Investigate possible role models from the countries represented in the classroom. Relate how these individuals are similar to the individuals covered in the content being taught and how such individuals also contributed to a cause (Burnett, 2015).</p> <p>Content links Relate the content concepts being taught in class to how these concepts may develop or manifest themselves in other communities being represented in the classroom.</p> <p>Literature links Choose contextually relevant texts that show a respect for the backgrounds being represented in the classroom. For example, where Little Red Riding Hood may be selected during a study of fairy tales, one may include a review of <i>Lon Po Po</i>, the tale's Chinese counterpart.</p> <p>Story time Allow stories from all students to be shared at appropriate times where the content concepts may manifest themselves relevantly through the students' experiences. Hold high expectations for a structured story-tell to focus on the relevancy between the story and the content.</p> <p>Picture file cards Create cards with items, celebrations, and/or activities. In groups, have students select a card that represents their background and that does not. After each student in the groups has selected a card, each will take a turn discussing the justification for the selection of each card, taking turns speaking through a teacher-selected structured conversation (Troute, n.d.).</p>