

## Supplementary Materials Used to a High Degree

Information that is embedded in context allows English learners to understand and complete more cognitively demanding tasks. Effective SIOP® instruction involves the use of many supplementary materials that support the core curriculum and contextualize learning. This is especially important for students who do not have grade-level academic backgrounds and/or who have language and learning difficulties. Since lectures and pencil-and-paper activities centered on a text are often difficult for these students, remember to plan for supplementary materials that will enhance meaning and clarify confusing concepts, making lessons more relevant.

A variety of supplementary materials also supports different learning styles and multiple intelligences because information and concepts are presented in a multifaceted manner. Students can see, hear, feel, perform, create, and participate in order to make connections and construct personal, relevant meanings. Supplementary materials provide a real-life context and enable students to bridge prior experiences with new learning.

Examples of supplementary materials that can be used to create context and support content concepts include the following:

- **Hands-on manipulatives:** These can include anything from Cuisinair® rods for math to microscopes for science to globes for social studies. Manipulating objects physically can reduce the language load of an activity; beginning students in particular can still participate and demonstrate their understanding.
- **Realia:** These are real-life objects that enable students to make connections to their own lives. Examples include bank deposit slips and check registers for a unit on banking, or nutrition labels on food products for a health unit.
- **Pictures:** Photographs and illustrations depict nearly any object, process, or setting, and magazines, commercial photos, and hand drawings can provide visual support for a wide variety of content and vocabulary concepts and can build background knowledge.
- **Visuals:** These can include overhead transparencies, models, graphs, charts, timelines, maps, props, and bulletin board displays. Students with diverse abilities often have difficulty processing an inordinate amount of auditory information and are aided with visual clues.
- **Multimedia:** A wide variety of multimedia materials are available to enhance teaching and learning. These range from simple tape recordings to videos, DVDs, interactive CD-ROMs, and an increasing number of resources available on the World Wide Web. Brief video clips at [www.unitedstreaming.com](http://www.unitedstreaming.com) are effective tools. For some students and tasks, media in the students' native language may be a valuable source of information. It is important to preview Web sites for appropriateness and readability, especially when using them with beginning and intermediate-level students.
- **Demonstrations:** Demonstrations provide visual support and modeling for ELLs. If you have a lesson task that includes supplementary materials, then you can scaffold information by carefully planning demonstrations that model how to use the materials and follow directions. Students can then practice these steps in groups or alone, with you or other experienced individuals nearby to assist as needed.
- **Related literature:** A wide variety of fiction and nonfiction can be included to support content teaching. The literature enables readers to create what Rosenblatt (1991) refers to as an "aesthetic response." This type of literature response is characterized by personal feelings about what is read. Aesthetic responses to literature promote more reading of literature, and hopefully, a deeper understanding of the concepts that are depicted—what Rosenblatt refers to as a *transactional experience*. Many content teachers create class libraries with trade books on key topics. Students can read these as supplements to the textbook. They offer a more relaxing way to look at a topic in more depth.
- **Hi-lo readers:** Some publishers are now offering classic literature as well as fiction and non-fiction selections in a hi-lo format. The stories are of high interest but lower readability levels and tend to include many visuals. Some books are grouped thematically and can accompany different content areas and language arts courses. They are useful for students at lower proficiency levels in English.

- **Adapted text:** A type of supplementary reading material that can be very effective for English learners, as well as struggling readers, is adapted text. Without significantly diminishing the content concepts, a piece of text (usually from a grade-level textbook) is adapted to reduce the readability demands. Complicated, lengthy sentences with specialized terminology are rewritten in smaller chunks. Definitions are given for difficult vocabulary, if possible, in context. Please note that we are not advocating "dumbing down" the textbook, an approach that in the past yielded easy-to-read materials with virtually no content concepts left intact. Rather, we suggest that the major concepts be retained and just the readability level of the text be reduced.