

EXPERIENCE STORIES

A Strategy for Reading and Writing Practice for Low-Level Learners

AGENDA

- What is the Language Experience Approach (LEA)?
- Why should I use it? What are the benefits?
- How does it work? What is the process?
- An example of LEA in action.
- Extension activities using student stories.
- Story starter ideas.

LANGUAGE EXPERIENCE APPROACH (LEA)

Using a student's own

- vocabulary
- language patterns
- and experiences

to create reading texts to make reading an especially meaningful and enjoyable process.

It is an approach to reading instruction based on activities and stories developed from personal experiences of the learner.

BENEFITS OF THIS STRATEGY

When students generate the text based on their own experiences, they can discover:

- how letters and sounds are related
- how new words are spelled
- how to read the text accurately with understanding

LEA brings together writing, reading, and speaking and helps learners understand that what they think and say can be written.

BENEFITS OF THIS STRATEGY

LEA provides reading material that is predictable and readable because it uses the learner's natural language.

By using a student's own words and experiences, we create reading texts that are relevant, relatable, and meaningful!

We show students that their personal experiences and life skills are valuable and interesting.

BENEFITS OF THIS STRATEGY

The student is the center of the learning activity.

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- 3. Read the story back to the student. Ask if the student wants to make any changes. Then practice reading the passage together until the student can read it alone.**

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3. Read the story back to the student. Ask if the student wants to make any changes. Then practice reading the passage together until the student can read it alone.
- 4. Use words from the student's story to generate word study activities.**

From LITSTART Handbook

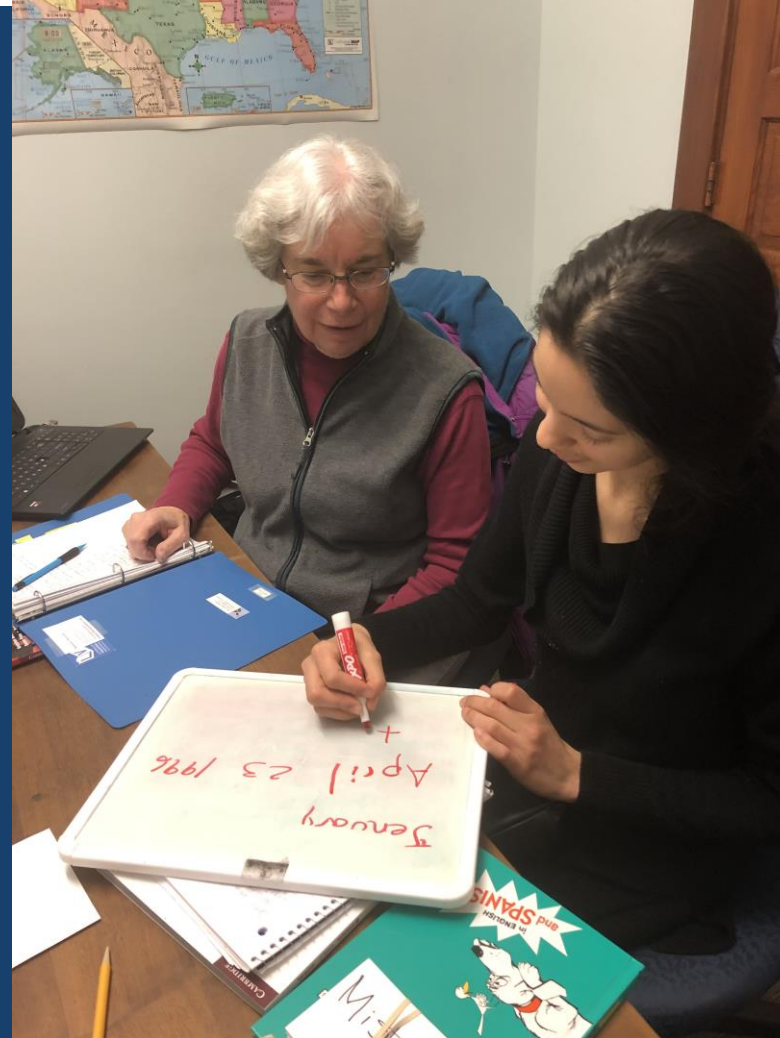
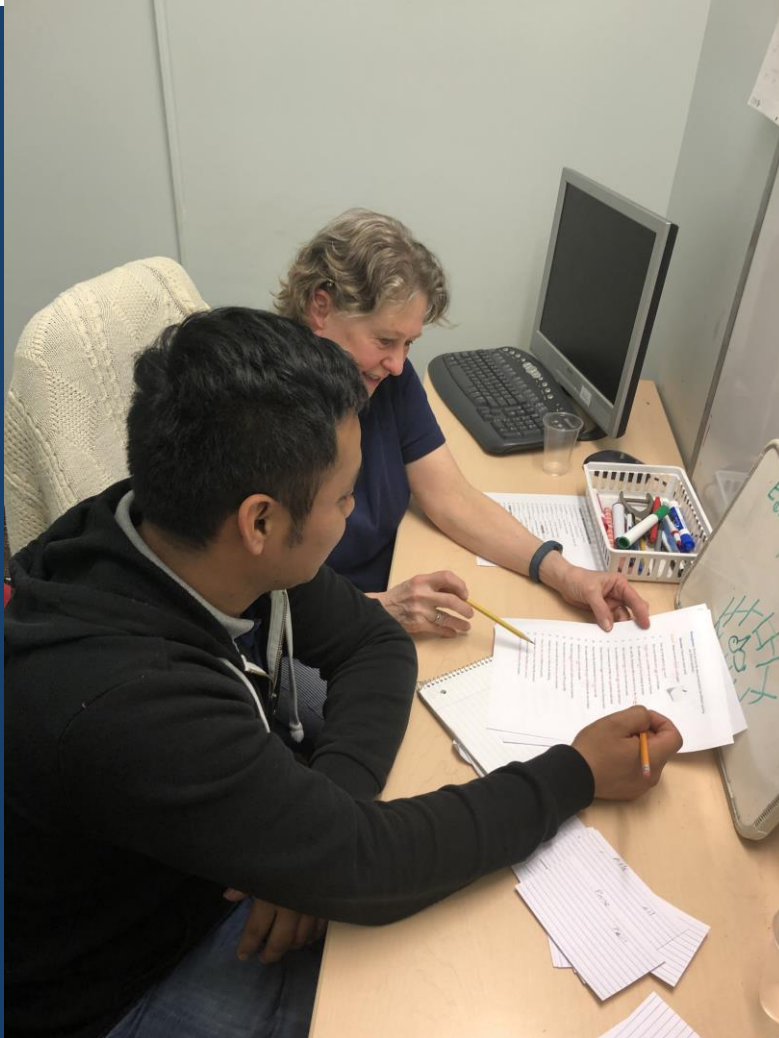
LEA IN ACTION

[The Language Experience Approach for ESL Reading – ProLiteracy](#)

[ESL 1 Experience Story – Literacy DuPage](#)

[LEA – Language Experience Approach – Solano Literacy](#)

QUESTIONS/COMMENTS?



EXTENSION ACTIVITIES

- Identify and make flash cards with focus/sight words from the story.
- Make a list of opposites. For example, beautiful/ugly.
- Phonics. Choose a letter and ask the student to find other words in the story that began with the same sound.
- Identify words that have the same short/long vowel or begin with the same sound.

EXTENSION ACTIVITIES

- Make a list of words that rhyming words from the story.
- Type the story and then cut it into strips. Have the student put the story in order.
- Type the story but insert blanks where the focus words should be. Have the student use the flash cards to complete the text.

STORY STARTER IDEAS

- Family members
- Pets
- Shopping
- Favorite foods/cooking
- Favorite season
- Sports
- Job
- Chores around the house
- Hobbies or leisure time
- Holidays
- Housing / neighbors

FINAL THOUGHTS/QUESTIONS

THE JOY OF WRITING

<https://literacyforall.org/news-and-publications>

THE JOY OF WRITING

- Collection of student writing – narratives, poems, fiction, non-fiction, recipes, etc. – just about anything goes.
- No length requirements.
- One submission per student.
- Pictures can be added but must be owned by the student – no internet images.

STORY EXAMPLES

Banana Beer

by Esther Manireze



Esther and her husband Jeremiah.

In Africa, we like bananas. We cook them. We eat them. And we drink them.

We make banana juice and banana beer.

You cut the peels. You pound them for 30 minutes. Drink the juice. In two days, it is beer.

STORY EXAMPLES

My New Job

by Jose Juvenal Zaragoza Herrera

I'm a student. On my vacation, I'm going to work. I'm very excited because this is my first job in the United States.

I will be cooking on the line. I will cook burritos, tacos, quesadillas and churros. I will cook two different kinds of meat: chicken and beef. It's a big restaurant. There are four prep cooks and four cooks on the line.

I'm working because I want to have work experience in this country.



STORY EXAMPLES

My Son Wants to Be Spider-Man!

by Eunyoung Lee

My name is Eunyoung and I am from Korea. I have a son. My son is three years old and his name is Seojun. My son can't go to preschool because of the coronavirus. Seojun and I stay at home. Seojun and I spend a lot of time together!

So, we watch TV, play playdoh, draw pictures, take walks, and color. When I cook, Seojun helps me in the kitchen.

Seojun and I watched the movie Spider-Man. He started to like Spider-Man after watching Spider-Man movies.

One day he told me, "I want to be Spider-Man."



I told Seojun, "You must eat many vegetables and meat and fruit to grow up tall. Then you will be Spider-Man."

Suddenly, Seojun said, "Mommy, my hands are sticky! I think I'm about to be Spider-Man!"

I laughed... ha ha ha!... Now, Seojun asks me every day in the morning, "When will I become Spider-Man?"

I answer the same thing, "You must eat many vegetables and meat and fruit to grow up tall. Then you will be Spider-Man." ♦

THE JOY OF WRITING

- Submissions are due by Friday, June 18
- Staff will read and make small edits for clarity.
- Students and tutors will be contacted about larger edits.
- Students have opportunity to “preview” and make final edits before it is published.

THE JOY OF WRITING

- Books are published through Amazon.
- Students and their tutor get one copy each of the book.
- Additional copies available for purchase.
- Tentative outdoor reading event, reception.

THE JOY OF WRITING

2019
The Joy
of Writing



Stories and narratives written by the adult students of Literacy Volunteers of Charlottesville/Albemarle



The Joy
of Writing
2020



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THANK YOU