

Learning Strategies for Students with Limited English Proficiency

1. Point out new vocabulary words in context and practice using the words as much as possible throughout the activity.

Indivisible	Isolate	Successive	Retain	Approximately
Display	Obtain	Target	Transferred	Dispose
Replace	Ratio	Relative	Confident	Attempt
Inconsistent	Assumption	Subsequently	Resolve	Furthered
Systematic	Scale	Prominent	Proportion	Precipitated
Proof	Sufficient	Assemble	Incorporate	Available
Revised	Significance	Task	Articulated	

2. Concept maps provide an excellent vehicle for students to organize new concepts they have learned using science vocabulary. When introducing concept maps, work through one with the class. If students are already familiar with this learning strategy, ask them to produce a concept map using the science vocabulary in the activity. Their concept maps might look something like the one given below. It is important that students make the connections between concepts explicit.

