Let's teach tell like sor	e all TELL people things every day. We TELL things by talking, awing, texting, making facial expressions or gestures. We TELL ople everything: stories, information about ourselves, how to do ngs, what happened, what's wrong, secrets, and the list goes on. ances are we TELL the learner to TELL us things. There are also ely times when the learner gets our attention or drags us over to mething. In these moments, he/she is likely trying to TELL us mething.
FIND	Find the word in the vocabulary. TELL is a verb, so it will typically be a green word. It is often located on the ACTIONS page of many vocabularies. If you can't find TELL , use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.
	Use TELL in context and try to explain it at the learner's level. Modeling, touching the word in the vocabulary as you say it, may help. Here's an example: " TELL means to say something or talk. I TELL you that I love you. I can TELL you a story."
MODEL	Model the word throughout the day, touching TELL in the vocabulary anytime you say it. "Let's TELL a story." " TELL me about your weekend." "Don't TELL on me." " TELL me what's wrong." "I'm TELLING Mom."
ENCOURAGE	Create activities to provide lots of models and practice with TELL . Book: <i>TELL Me Again About the Night I Was Born</i> , Jamie Lee Curtis Activity: The Telephone Game, Each person has to TELL the person next to him/her the message. " TELL + Name."
ехрест	Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected. Let the learner be the one to lead the group during morning meeting and say " TELL me the weather. TELL me" Find times when the learner wants to know more information and have him/her say "Can you TELL me?"
Saltillo	