Building Language Through Engagement

using GLAD*

* Guided Language Acquisition Design

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A Guided Oral Practice Strategy

- Backed by brain research: provides time for academic discourse
- Presented by Art Costa
- Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input.
- Negotiating for meaning
- Low-risk environment to try new vocabulary and concepts with peers

Step by Step

1. Teach students to turn and face a partner whenever you indicate it is time for a 10-2
   ⇒ Ask a specific review or open-ended question for students to discuss/answer
   ⇒ Try to assign “talk partners” to save time; allow use of L1
   ⇒ Use routine verbal and motion signals to begin and end:
     * “Knee-to-knee in 1, 2, 3”
     * “Back to me in 5, 4, 3, 2, 1”
   ⇒ Teach students to take turn answering the question
2. Use 10-2s whenever you are providing input using books, pictorials, narratives, or for providing oral practice before soliciting information from individual students.
**T-Graph for Social Skills**

**A Guided Oral Practice Strategy**

- Students identify good behavior
- They verbalize and internalize appropriate behavior
- More meaningful to the students than teacher-imposed rules
- Sets standards for cooperative groups and develops social skills
- Makes overt what are often cultural, unwritten norms
- All statements are in positive terms

**Step by Step**

1. Focus on one social skill, or school routine, at a time (sitting at circle time, sharing, respect)
2. Always use yellow chart paper, to differentiate from other charts and posters.
3. Brainstorm the meaning of the word with children and record on the web (top of the T-chart)
4. On one side of the T, brainstorm what specific behaviors you would see at that time, or when using that skill
5. On the other side of the T, brainstorm what you would hear (including words heard) during that time, or when using that skill.
6. Revisit the t-graph often with students to review and add positive behaviors that have been observed or are newly thought of
Chants and Songs

A Guided Oral Practice Strategy
◊ Imbed key concepts and vocabulary
◊ Auditory and visual language patterning
◊ Vocabulary and grammar building
◊ Students gain familiarity and comfort using academic language in a low-pressure way
◊ Chants are revisited often for a variety of purposes

Step by Step

1. Choose key vocabulary and concepts to imbed in chants or “re-written” songs.
2. Choose a frame or existing don’t to adapt (Bugaloo; Yes Ma’am; Cadence; Here, There; I Know a…)
3. When chanting with the students, start by chanting for the rhythm and language patterns first — focus on concepts and vocabulary later.
4. Revisit the chants often for different purposes: highlighting academic vocabulary, interesting words, rhymes, scientific or historic words...

This is an example of a cooperative class chant, written by the class after completing a Sentence Patterning Chart. The teacher had the template written for the next day, and students choose words and phrases from the Sentence Patterning Chart to make their own chant.
Narrative Input Chart

A Comprehensive Input Strategy

◊ High level, academic language and concepts are used by put into a story or narrative format
◊ The story format allows for increased comprehension of academic concepts
◊ Provides a visual retelling of the story

Step by Step

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative (best practice for copyright protection: take apart a bound book and use pictures).
4. Mount pictures on tagboard or construction paper. Attach the text to the back.
5. Laminate for retelling.
6. Create a background for the narrative that may be as simple as a laminated piece of butcher paper, for ease of placing/repositioning pictures as you tell the story.
7. With students close to you, tell the story, reading the text form the back, as you place the pictures on the background.
8. Revisit the narrative to:

   ⇒ Add word cards, picture cards, L1, speech bubbles
   ⇒ Practice sequencing/retelling
Pictorial Input Chart
A Comprehensive Input Strategy

◊ Make vocabulary and concepts comprehensible
◊ Drawn in front of the students for brain imprinting
◊ Organizes information
◊ Becomes a resource for students
◊ Opportunity to connect to L1

Step by Step

1. Use to illustrate unit vocabulary and concepts
2. Resources for pictorials include: expository children’s books, websites, teacher resource books.
3. Use an opaque projector, overhead, or document camera to enlarge the picture and trace lightly on butcher paper in light pencil, including vocabulary words and notes.
4. In front of whole class, trace over the penciled pictorial with markers, providing verbal input/explanation as you go.
5. Chunk your information visually by using different color markers
6. Ask students to repeat most important words with you, as you write the words/notes.
7. IMPORTANT: Revisit pictorials to add word cards, L1, pictures/photos in order to review information and provide students repeated opportunity to orally process the information. Use the reviews to ask leveled questions that match your students’ language proficiency.
8. Allow students to color pictorials.
9. At the end of the year/unit, make a master to use next year and raffle off the pictorials to go home.
Picture File Cards

A Guided Oral Practice Strategy

◊ Supports comprehensibility
◊ Encourages use of high-level vocabulary to negotiate meaning, justify thinking, and share ideas
◊ Encourages academic discourse
◊ Promotes higher-level thinking

Step by Step

1. Find multiple photos connected to the unit of study
2. Use authentic pictures that spark interest
3. Picture Sorting:
   ⇒ Students in small groups
   ⇒ Pass out 8-12 picture file cards (PFCs) to each group
   ⇒ Open Sort — with no direction given. Any grouping is okay, but students need to be able to justify thinking behind the categories. Students discuss and together decide how to categorize/sort the cards into groups.
   ⇒ Closed sort — teacher provides the categories (e.g., cold/hot; living/non-living). Students discuss and together decide which cards go into the given categories.
   ⇒ Use cards with a variety of strategies: pictorial input, chants, sentence patterning chart, etc.
4. Use sentence frames to connect with writing: I see __________ This is __________
5. Use realia similarly.
Sentence Patterning Chart
A Guided Oral Practice Strategy

◊ Adapted from the McCrackens
◊ Skill Building
◊ Patterning
◊ Parts of Speech
◊ Sentence structure
◊ Resource for writing

Step by Step

1. Choose a key plural noun from the unit (a noun that is capable of producing action!)
2. Color code the headings and continue the same color in each column (“Describing”/Adjectives—red; “Naming”/Nouns—black; “Doing”/Verbs—green; “Where”/prepositional phrases—orange)
3. Create and label the grid in front of the students, explaining the different columns as you do so.
4. With students, brainstorm words for each column, using 10-2s and pics as stimulus as needed.
5. When done, choose 2 adjectives, one verb and a prepositional phrase, marking choices with post-its or tape
6. Sing the new sentence to the tune “Farmer in the Dell.”
7. Extend by having students write their own sentences.
Process Grids

A Reading and Writing Strategy

- Based on Sharon Bassano’s wall grid
- Models and teaches categorization and classification
- Models/teaches reading and listening for information

Step by Step

1. Categorize the important concepts from the unit beginning studied.
2. Begin with one category. (row). Review information, read a short passage, or refer to already drawn pictorial to provide input. Students may be given a set of picture file cards.
3. Ask for facts about the topic, using pictures as needed, and add answers/pics to the appropriate column.
4. Use partner talk or small groups for oral practice and peer sharing before calling on a volunteer.
5. Color code information across rows.
6. Add new categories on different days or time blocks.
7. Can revisit to add more facts, review ideas, match pics or words.
Picture Dictionary
A Focus and Motivation Strategy

◊ Involves students in metacognition
◊ Builds vocabulary
◊ Aids incomprehension
◊ Allows connection to L1* literacy

Step by Step

1. Teacher selects word from unit vocabulary. (This word may become the signal word for day/week.)
2. Surveys students for the number who know (K) the word, have heard (H) the word, or have never heard (NH) the word.
3. Students predict the meaning of the selected word.
4. Sketch a picture or post photo to illustrate and help them remember the meaning of the word.
5. Write the word in a sentence if emergent readers in class.
6. This activity is done whole class or in small groups.
7. May add L1 translations. Can make this a home-school connection by sending home notes asking for the words in the home language.

*L1 refers to a student's first language, or home language
Group Frames for Emergent Readers/Writers

A Reading and Writing Strategy

◊ Aid in early reading and writing
◊ Model the process of thinking and writing
◊ For emergent writers who may need to use some dictation
◊ Provides authentic assessment
◊ Allows students to take risks in a low risk environment

Step by Step

1. Create a topic sentence based on unit of study, (review what they have learned) a picture, (to describe) or book. (to retell).
2. Ask (leveled) questions to prompt students to respond on topic.
3. Use a different colored marker for each student response.
4. Write exactly what students say.
5. Students sign and date the Group Frame
6. Extension: Copy paragraph onto sentence strips using the original colors, correcting grammar.
7. Students re-read and add illustration into packet chart.
8. May then make into a book for students to practice reading and take home.
**Comparative Input Chart**

**A Comprehensive Input Strategy**

- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative and used to frame writing

**Step by Step**

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lead themselves to compare/contrast.
2. Revisit the comparative to add word cards, L1, and review information much as with any pictorial.
3. May introduce Venn diagram by recording the key points and vocabulary on a Venn diagram.
4. May use sentence frames to help extend into writing using vocabulary from pictorial.
   
   ⇒ _____ and _____ both have ______
   
   ⇒ _____ is _____ but _____ is _____
Teacher-Made Big Books
A Comprehensive Input Strategy

- Direct focus on content of the unit
- Imbed important concepts and vocabulary
- Expose students to comprehensible expository text
- Patterned text gives access to all students

Step by Step

1. Choose key concepts and vocabulary.
2. Choose a frame of pattern:
   - The Important Book
   - Brown Bear, Brown Bear
   - When I Was Young
   - I Remember When
**ELD Review of Informational Text—Questioning Levels**

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Question Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Point to, Show me</td>
<td>Point to (the) ______</td>
</tr>
<tr>
<td>2. Yes/No</td>
<td>Is this the ______? Does the ______ do _______?</td>
</tr>
<tr>
<td>3. Either /Or</td>
<td>Is this the ___ or the ______?</td>
</tr>
<tr>
<td>4. Wh– and How</td>
<td>What happened next with the____? Where is the ______? How did the ______feel?</td>
</tr>
<tr>
<td></td>
<td>What was the problem? How was the problem solved?</td>
</tr>
<tr>
<td></td>
<td>What does this ______ remind you of? Why do you think ______ did that?</td>
</tr>
<tr>
<td>5. If they can’t answer—make it an either/or question:</td>
<td>Did ______ feel ___ or ___? Where did the ___ arrive first, ______ or ________?</td>
</tr>
<tr>
<td></td>
<td>Did______ do this because of ______ or _______?</td>
</tr>
<tr>
<td></td>
<td>What impact did______ have on the history of the USA, _________ or _________?</td>
</tr>
</tbody>
</table>