Lesson Plan: Oral Language Development

This set of activities is designed for teacher educators to use to introduce teachers to the work of supporting young Multilingual Learners' (MLs) <u>oral language development</u>. It could be integrated into courses on elementary or early literacy methods or teaching MLs, or used for professional development.

In this two-hour sequence of activities, teachers:

- Watch a video explaining why oral language development is important and highlighting strategies for supporting it.

- Read and discuss profiles of teachers supporting oral language development in the classroom.

- Practice engaging students in a Five Exchange Conversation.

In an optional extension activity, teachers participate in a gallery walk of resources related to oral language development on the <u>Multilingual Learning Toolkit</u>, and share learnings with colleagues.

Learning Goals	Teachers will be able to: • Understand key strategies for supporting MLs' oral language development. • Practice engaging children in rich, high-quality back and forth exchanges. • Practice serving as a language model.
Pre-Work	Before the session, teachers should read "<u>Strategy Overview: Teacher as Language Model</u>" from Sobrato Early Academic Language (SEAL).
Materials	• Copies of the <u>Note Catcher</u> (see template below) • SEAL's "<u>Complex Oral Language</u>" video • Copies of <u>"Five Exchange Conversation: Practice"</u> (see template below)

Suggested Activities

Time & Activity	Notes

Introduction to Oral Language Development
 	
(15 mins)
	Tell teachers: Today's session will focus on supporting Multilingual Learners' (MLs) oral language development.
	
	To activate teachers' prior knowledge about the topic, distribute the attached Note Catcher, and invite teachers to work in pairs to generate responses to the prompts. Let teachers know that they'll be using the Note Catcher to capture learnings throughout today's session (so they should leave room for notes).
	
	Then, give teachers a brief introduction to the work of oral language development, highlighting key points from the Starter Guide and inviting teachers to add to their note catcher as they go. (If helpful, teachers can reference the three paragraphs following "How can I support my Multilingual Learners' oral language development?" on the Multilingual Learning Toolkit.) Suggested points to highlight:
	
	• Developing MLs' oral language skills—ideally both in English and in the home language—should be a central focus of instruction.
	• When teachers provide high-quality, culturally appropriate language interactions in both languages relevant to children's experiences, they help multilingual children develop a solid foundation in both of their languages, which will support future literacy and content learning.
	• Here are some key strategies for supporting multilingual children's oral language development:
	  ○ Asking questions
	  ○ Creating opportunities for extended talk and back-and-forth exchanges
	  ○ Using songs, rhymes, and chants connected to content
	  ○ Using multiple modalities to teach common academic words and reinforce them throughout the day (e.g. with chants, pictures, labels, etc.)
	  ○ Using hands-on, inquiry-based learning experiences to give language meaning and purpose

Video: Complex Oral Language **(20 mins)**	Show the video "Complex Oral Language" from SEAL, pausing to highlight some key points for teachers to note and add to their Note Catchers. See this video guide for suggestions of key points to highlight. Summarize key takeaways. Then, note that the video featured strategies for oral language development in preschools. Ask: Which of these do you think will be relevant to elementary teaching? Elicit responses, and then summarize that all of the highlighted strategies are relevant for elementary teaching, and can be adapted to fit older grades' content.

Jigsaw: Analyzing Strategies in Action **(30 mins)**	Transition: Now we will examine what these strategies look like in action, in particular teachers' classrooms. Break the class into trios and assign each group to read and discuss one of the "Strategies in Action": PreK-TK, K-1, or 2-3 (or choose just the ones that best fit the focus of your session). Within groups, each group should identify a: • Reader—to read the strategy out loud to the group • Facilitator—to ask the discussion questions • Recorder/reporter—to share out highlights from the group's discussion at the end Give groups about 15 minutes to: • Read their assigned text. • Have a discussion using the included questions as prompts. • Add any new strategies they learned to their <u>Note Catcher</u>. Then, invite groups to share out, charting responses on the board. Use this suggested prompt for the share out: • What strategies did the teacher you read about use to intentionally support multilingual children's oral language development?
Practice: The Five Exchange Conversation **(40 mins)**	Transition: Before class today, you read about the Five Exchange Conversation. Elicit from teachers: • What is the Five Exchange Conversation? • What is its purpose? • What role does the teacher play? • How does it fit into the school day? Then, return to the trio groupings from the previous activity. Distribute copies of the "<u>Five Exchange Conversation: Practice</u>" and invite the trios to engage in practicing the Five Exchange Conversation using the provided prompts. Talk teachers through the directions on the activity. Reinforce that the teacher playing the role of student should respond in the way they imagine an authentic student might, but should not mimic student voice or behavior. While trios engage in the activity, the teacher educator circulates, observing and coaching teachers' practice. After the activity, the teacher educator pulls the group back together for a debrief. They might: • Acknowledge the inauthenticity of practicing with colleagues, and invite teachers to thank each other for holding space for practice and feedback. • Describe what they observed during practice, highlighting exemplars of the different situations and the role of teacher as coach.

	• Invite teachers to reflect on what it felt like to engage in practicing the Five Exchange Conversation, and how it felt similar to or different from the ways they naturally interact with children. Close by assigning teachers to engage at least three real children in their classrooms in a Five Exchange Conversation on their next student teaching day, and let them know that we will debrief the conversations the next week in class.
Optional Extension: Resource Gallery Walk **(60 mins)**	If you have time, engage teachers in a <u>Resource Walk</u> to give them a chance to explore resources on the Multilingual Learning Toolkit focused on oral language development.

Conclusion
 	
(15 mins)
	Invite teachers to reflect on and consolidate their learning by engaging in a 10 minute quick write in response to the following prompt, using their <u>Note Catcher</u> as reference:
	
	• *Why is it important for me to support my students' oral language development? What are three strategies I can try out in my classroom this month?*
	
	Then, summarize key learnings about oral language development and close the session. Key learnings to highlight might include:
	
	• When teachers provide high-quality, culturally appropriate language interactions in both languages relevant to children's experiences, they help multilingual children develop a solid foundation in both of their languages, which will support future literacy and content learning.
	• Here are some key strategies for supporting multilingual children's oral language development:
	    ○ Asking questions
	    ○ Creating opportunities for extended talk and back-and-forth exchanges
	    ○ Using songs, rhymes, and chants connected to content
	    ○ Using multiple modalities to teach common academic words and reinforcing them throughout the day
	    ○ Using hands-on, inquiry-based learning experiences to give language meaning and purpose

Note Catcher

Why is supporting oral language development important?	Why is it important to support multilingual children's oral language skills in their home language and in English?

What strategies do teachers use to support oral language development?

Five Exchange Conversation: Practice

Adapted from SEAL's "[Strategy Overview: Teacher as Language Model](#)."

Directions:

- Read SEAL's "[Strategy Overview: Teacher as Language Model](#)." Then, use the scenarios described below to practice playing the role of teacher as a language model.
- Read Situation #1 and the example conversation between the student and teacher.
- With one teacher acting as a teacher, one as a student, and one as an observer, practice playing the role of "teacher as language coach."
  - The teacher playing the role of teacher should practice using authentic teacher language to engage the student in a Five Exchange Conversation.
  - The teacher playing the role of student should read the student script and respond to the teacher using their imagination of what an authentic student might say. (They should not mimic student voice or behavior.)
  - The observer should watch and give warm and cool feedback on the exchange.
  - Then, switch!

Situation 1

When a child says something using incorrect language forms, respond conversationally, but use the correct form. Then proceed with amplification, response, and new prompt. For example:

Student: "My bestest friend is Shirley."

Teacher: "Your best friend is Shirley. You like her better than your other friends. I have a best friend, too. My best friend is Maria. There are so many things we like to do together! What do you like to do with Shirley?"

Do not point out the incorrect form the student used, simply USE the correct form in your response.

Now you try!

Student: "I feeled sad when I fell." **Teacher:**	**Teacher:** How old are you? **Student:** "I have six years." **Teacher:**

Situation 2

When a child says something in an abbreviated form, repeat back and affirm what they said using a more extended form and adding an additional way of saying the same thing. Then add a new prompt. For example:

Teacher: "Which of the books that Mrs. Williams read to us in the library today did you like best?"

Student: "*Brown Bear.*"

Teacher: "You liked *Brown Bear* the best." (Then add an alternative way of saying it with additional vocabulary options). "*Brown Bear* was your favorite of all of the books we read today. I love the illustrations in the book. What did you like about it?"

Now you try!

Teacher: "Which block would you like to start with?"	**Teacher:** "Would you like to use paint or crayons?"
Student: "This one."	**Student:** "Paint."
Teacher:	**Teacher:**

Situation 3

When a child says something, ask follow-up questions to elicit more language and prompt the child to give more details. If the exchange is in English, and the child is an English Learner, gear your follow-up questions to their level. (If the child says something in Spanish, and you want to give them an English model and encourage English—or you do not have the language skills in Spanish to respond in Spanish, you can respond in English). For example:

Student: "Veo un perro."

Teacher: "You see a dog. What does the dog look like?" or "What is the dog doing?"

Note: In a dual language program, the teacher should be using the language they are modeling during that time and seek an exchange in the target language. If the child responds in another language, this is not the time for a Five Exchange Conversation. Just continue the conversation as you would normally.

Now you try!

Student: "I have un oso." **Teacher:**	**Student:** That was loud! **Teacher:**

Situation 4

Ask open-ended questions that invite the child to respond in his or her own expressive language. Ask curiosity questions that prompt children to wonder. Ask opinion questions that prompt children to state their feelings. Model a language structure to start. For example:

> **Teacher:** "I think that perhaps our classroom pet [a hamster] is lonely when we aren't in the classroom. What do you think?" Or "I wonder if…."

Now you try!

Teacher:	**Teacher:**