Resource Walk: Classroom Environment

This activity is designed to help teachers consider how to set up a classroom environment to support Multilingual Learners (MLs) through a structured exploration of resources on the Multilingual Learning Toolkit.

This activity could be done on its own, or combined with this lesson plan on classroom environment.

In this one-hour activity, teachers:

- Learn to navigate the Multilingual Learning Toolkit
- Explore resources related to classroom environment
- Share their learning with colleagues

Materials needed:

- Copies of the Graphic Organizer
- Access to devices with Internet access for all participants

Suggested Activity

(10 min) Introduce the Multilingual Learning Toolkit & Considerations for Design of Classroom Environment

- See Talking Points

(20 min) Resource Exploration

- Ask teachers to “count off” by letters A through C.
- Teachers should begin exploring the evidence-based strategy area associated with their letter. (E.g., the Bs should begin with “3B) Provide books and materials in the home language that depict the cultural and linguistic background of children in a positive light. Make sure children of each language and cultural background can see themselves represented in the classroom.”)
- Invite teachers to choose and explore a resource which is located in their lettered area.
- Each teacher should pick one resource description they’re especially interested in to “give” to a colleague.
- Teachers can use the attached Graphic Organizer to capture some notes related to the resource that they’d use to help a colleague understand the purpose and use of the resource.

### (20 min) Resource Sharing: Give One, Get Two

- Invite each teacher to find a partner who started with a different letter.
- Then, invite pairs to share their “give one” resource with each other, using the “get two” portion of the Graphic Organizer to take notes on the resource they are receiving.
- Then, switch partners and repeat the activity so that each teacher shares the resource they explored on the site, or the resource “given” to them in the first round.
- By the end, each teacher “gets” two different resources from partners.

### (10 min) Whole Group Share Out & Closing

- To close, invite teachers to debrief the activity, using the following prompts:
  - An idea I’m taking away or going to implement from today’s activity is…
  - A question or wonder I’m still thinking about is…
## Graphic Organizer: Give One, Get Two

**Give One:** Fill out the top portion of the Graphic Organizer to “give one” resource idea to your colleagues.

1. **Name of resource:**

   This resource supports a classroom environment for Multilingual Learners (MLs) because...

   Use optional prompts to prepare notes to share information about this resource to a colleague:

   * Implementation in the classroom might look like...
   * Key takeaways from this resource are...
   * This resource is important because...
   * An additional question or comment I have is...

**Get Two:** This space is left blank as a place to take notes when you “get two” ideas from colleagues.

2. **Name of resource:**

3. **Name of resource:**
Talking Points for Resource Walk: Classroom Environment

Part 1: Introducing the Multilingual Learning Toolkit

• Today we are going to explore a website called the Multilingual Learning Toolkit: www.multilinguallearningtoolkit.org.

• The website is a collection of resources and best practices specifically for educators who support young Multilingual Learners (MLs).

• Some are articles and videos for your learning; others are templates and teaching strategies you can use in the classroom.

• All the resources have been carefully curated by professionals in the field, and you can be confident that everything in the Toolkit is high-quality.

• The site and all of the resources are free and available to all.

• Click “sign in” at the top right, and then click “Please create an account here.”
  - Accounts are free—this will enable you to create a “Favorites Library” on the site and save resources in which you’re interested.
  - [Give teachers time to create an account.] (5 minutes)

• How the site is organized:
  - The different parts of the site are listed at the top.
  - If you click “Starter Guide” you’ll be able to read a description of some foundational principles about teaching MLs.
  - All of the resources are under “Strategies & Resources”—please click there.
  - Scroll down and you’ll see eleven different instructional topic areas. Today, we’ll focus on #3 Classroom Environment—please click there.
    - The page has a description of what classroom environment is all about, followed by “Strategies in Action,” which are profiles of different teachers using strategies to support MLs with considerations for the classroom environment.
    - Below that are a series of evidence-based strategies for setting up an optimal classroom environment.
Part 2: Introducing Bilingual Classrooms

- A classroom’s environment can enable language-rich experiences with hands-on, inquiry-based, and content-rich lessons.

- It is important that the classroom environment is both culturally and linguistically responsive and that it demonstrates to children that their cultural backgrounds are valued.

- Children should “see themselves” in the classroom.

- Materials must be actively used and made accessible to children. It should be easy for anyone who comes into the room to receive the message that multilingualism is widely appreciated.