Resource Walk: Home Language Development

This activity is designed to support learning about home language development through structured exploration of resources on the Multilingual Learning Toolkit.

This activity could be done on its own or combined with this lesson plan on supporting home language development.

In this one-hour activity, teachers:

- Learn to navigate the Multilingual Learning Toolkit
- Explore resources related to home language development
- Share their learning with colleagues

Materials needed:

- Copies of the Graphic Organizer (see template below)
- Access to devices with Internet access for all participants

Suggested Activity

(10 min) Introduce the Multilingual Learning Toolkit & the Work of Home Language Development

- See Talking Points

(20 min) Resource Exploration

- Ask teachers to review the following resources on the Home Language Development page of the Multilingual Learning Toolkit:
  - Tip Sheet: Including Children’s Home Languages and Cultures
  - Blog: 6 Strategies to Elevate the Status of Bilingualism
  - Strategy Overview: Si Se Puede
  - Tip Sheet: Inviting and Supporting Cultural Guides and Home Language Models
  - Website Article: Family Dichos – Bringing the Language of Home into the Classroom
- Each teacher should pick one resource they are 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 would 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 helps teachers support home language development by...

   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: Home Language Development

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 #7 Home Language Development—please click there.

  ◦ The page has a description of what home language development is all about, followed by “Strategies in Action,” which are profiles of different teachers using strategies to engage with MLs.

  ◦ Below that are a series of evidence-based strategies for supporting home language development.

Part 2: Introducing Home Language Development

• Teachers who are not proficient in the child’s home language can still take important steps to support it.

• For example, teachers can learn and use key words in the home language and provide opportunities for children to hear their home language in class.
• These practices will help create a welcoming classroom environment where each child, culture, and language background is valued and children are excited about language diversity.

• It can also help English-only speaking children understand that other languages exist and have different characteristics (an aspect of metalinguistic awareness), and foster respect for other languages and cultures.