Resource Walk: Oral Language Development

This activity is designed to support learning about oral 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 oral language development.

<table>
<thead>
<tr>
<th>In this one-hour activity, teachers:</th>
<th>Materials needed:</th>
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</thead>
<tbody>
<tr>
<td>• Learn to navigate the Multilingual Learning Toolkit</td>
<td>• Copies of the Graphic Organizer (see template below)</td>
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<tr>
<td>• Explore resources related to oral language development</td>
<td>• Access to devices with Internet access for all participants</td>
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<tr>
<td>• Share their learning with colleagues</td>
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</tbody>
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Suggested Activity

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

• See Talking Points

(20 min) Resource Exploration

• Ask teachers to “count off” by letters A through H.
• Teachers should begin exploring the evidence-based strategy area associated with their letter. (E.g., the Bs should begin with “4B: Ask questions in each language, including a mix of open- and closed-ended questions, to elicit talk from children.”)
• Invite teachers to explore resources labeled “Strategy Overview,” beginning in their lettered area and moving to the next lettered area as needed.
• Each teacher should pick one Strategy Overview 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 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…
  - The interactive activity we just did had some features that would be particularly supportive of Multilingual Learners’ (MLs) oral language development.
    - What might some of those features be?
      - [Possible answers: low-stakes, one-on-one peer conversation, multiple opportunities to practice talking about the same content, speaking from prepared notes]
    - Where might strategies like these show up in your own teaching practice with MLs?
      - What might you adapt or modify for your teaching context?
# 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 oral 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:**
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 #4 Oral Language Development—please click there.

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

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

Part 2: Introducing Oral Language Development

Developing MLs’ oral language skills—ideally both in English and in home languages—should be a central focus of instruction.
• When teachers provide high-quality and 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 and inquiry-based learning experiences to give language meaning and purpose.