

Video Guide: Complex Oral Language—PreK

[VIDEO LINK]

This video provides a view into preschool classrooms which are alive with languages. Teachers use a variety of strategies to model, promote, and support students to practice complex oral language.

Watch the video once with no interruption.

Then use this guide to **pause the video** at the timestamps in the left hand column.

As you view the video for a second time, use prompts in the right hand column to:

Connect and notice intentional instructional strategies that relate back to your own teaching practice and classroom.

Explore additional resources on the [Multilingual Learning Toolkit](#).

 Start the Video: <i>Complex Oral Language—PreK</i>	
Pause at timestamp:	As you observe the video...
1:10	<p>Connect: You have quickly seen three teachers practice oral language with preschoolers in a variety of ways: call and response, choral response (singing), and individual questioning.</p> <ul style="list-style-type: none"> As you continue to watch, look out for all of the ways the teachers: <ul style="list-style-type: none"> use a variety of techniques to incorporate oral language practice into instruction. purposefully extend oral language practice for Multilingual Learners (MLs).
	<p>Explore: More information in Strategy Overview: Supporting Oral Language</p>
2:17	<p>Connect: You have seen all students sing and chant about oceans and “calabazas.”</p> <ul style="list-style-type: none"> What songs, rhymes, and chants can you use to boost whole-group choral language practice in your classroom?
	<p>Explore: More examples of songs, rhymes, and chants in Video: Songs and Chants and Strategy Overview: Content-Based Chants</p>

<p>3:11</p>	<p>Connect: Here the teachers create multiple and safe opportunities for conversation, and build up students’ confidence with oral language.</p> <ul style="list-style-type: none"> • What do you think made the conversation spaces feel safe in the video examples? <p>Explore: More information in Website: Teacher Interactions and Strategies to Support Speaking for Dual Language Learners</p>
<p>4:38</p>	<p>Connect: A teacher is a language model, a language coach, and a narrator for MLs. These are roles that can be planned for and intentionally enacted throughout the day. Think about upcoming topics in your teaching:</p> <ul style="list-style-type: none"> • How can you plan for particular conversational moments with your students in a whole group, in a small group, and/or with individuals? <p>Explore: More information in Template: Self-Reflection Tool and Roles in Supporting Children’s Oral Language Development, Strategy Overview: Narrative Input, and Strategy Overview: The Teacher as Language Model</p>
<p>6:29</p>	<p>Connect: Norms that support interaction between peers are another move the teacher can use to bolster oral language practice.</p> <ul style="list-style-type: none"> • Think about upcoming lessons in your teaching: <ul style="list-style-type: none"> ◦ What are some norms that support meaningful peer to peer interaction? What about adult to peer interaction? ◦ How can you purposefully design these interactions into the lesson?
<p>8:30</p>	<p>Connect: “Labeling their world” is a key component of vocabulary instruction for MLs. It supports their understanding of precise, complex language. Two teachers implement a <i>Draw, Tell, and Label</i> strategy to support student knowledge of whales and pumpkins.</p> <ul style="list-style-type: none"> • What features of this strategy are particularly supportive of MLs? <p>Explore: More information in Strategy Overview: Draw, Tell, & Label</p>
<p>10:52</p>	<p>Connect: The research is clear: the stronger children’s home languages are, the stronger their English will be. The three key actions a teacher can take to support MLs are: talk, engage children in talking, and recognize that every moment is an opportunity to support children’s oral language development.</p> <ul style="list-style-type: none"> • How can you “go for it!” and fit complex oral language practices in your broader language and literacy teaching?

■ Stop the video

Based on what you have observed and noted in the video...

What teaching moves or instructional ideas can you “borrow” from these teachers' practice to support Multilingual Learners in your classroom...

...in the coming week?	...in the coming month?