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Putting the Social in Social Distancing: Promoting Oral Language Development in the Home

Webinar

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#languageapplied

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LINGUISTICS

Participation in Today's Webinar

- Please keep your audio on **MUTE**.
- If you have audio capabilities, we may call on you to **UNMUTE** yourself to share your ideas.
- At times, we may **MUTE** everyone.



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Introductions

- During this time of uncertainty; we all have different ideas, feelings, understandings, activities, hopes, and concerns.
- Just for fun, think about all of our thoughts and match your current state with one of the cartoon characters on the next page.
- Let's visit the Smurfs 🧡



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Which one represents you?

	Papa Smurf always takes care of others, voice of authority and reason		Handy always tries to find a way of fixing things
	Smurfette always takes care of family, finds the beauty in everything		Brainy always needs the facts, the why behind things. He's the resident expert.
	Grouchy gets irritable and angry at times. He needs to let off steam and be human		Jokey always has to make everyone laugh. Takes our mind off others

Is there another Smurf that best represents you?

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Introductions

		
Annie Duguay	Marybelle Marrero-Colón	Dr. Kate Moran
		
	Maria Cieslak	

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Agenda

- Introductions
- Oral language development as a building block
- Language rich oral language opportunities at home
 - List-Group-Label
 - Information Gap
 - Other language-rich activities
- Brainstorm session





Goals and Objectives

- Content objectives
 - We will create activities that promote social interaction and oral language development in the home.
- Language objectives
 - We will talk and chat about how to promote oral language skills in the home.





Social and Academic Language








Importance of Oral Language Development

- Oral language skills, including vocabulary, along with reading accuracy, predict reading comprehension outcomes (Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015a)
- Oral language skills are related to word-level reading, but also form the foundation for more advanced reading comprehension (Cain & Oakhill, 2007)
- Oral language development in one language is transferred to a second language.



What is Oral Language?

- Oral language comprises the following:
 - phonology
 - morphology
 - vocabulary
 - grammar
 - discourse
 - pragmatics

Roses are red.
Violets are blue.
Don't go to bed!
We're happy to see you!

-s
-ed

flowers

Explain
Describe
Tell a story
List

You want to garden?
You want to garden?
You want to garden?
You want to garden?

Petal
Leaves
Root
Lily Pads
Observe
On top of





Conditions for Oral Language Development

Promoting Oral Language Development

1. Language Learning is Social Learning
2. Language Learning is Most Effective When the Environment is Supportive and Adapting
3. Language Learning Must be Meaningful, Purposeful, Authentic, and Cognitively Appropriate to the Learner
4. Language Learning Requires Comprehensible Input and Opportunities for Language Output






List-Group-Label: Let's Try It

- Each person should add four words related to our topic.
- Write four words or phrases you know about this topic in the chat box:

Community
comunidad, communauté, społeczność

- Put them together. This is our **list**.
- Let's **group** them.
- Now add **labels**.




Group

Label	Label	Label
Alternatively...	Label	Label
However...		
Label	Label	Label

*The _____, _____, and _____ could be in the _____ category.
You could sort the _____ and _____ together because...*



Try It At Home!

- Each member of the family has to find 4-6 different objects in the house.
- Meet back in the kitchen or living room in 3-5 minutes.
- Each family member displays their objects.
- Put them all together.
- How can they be grouped?
 - Discuss and group.
- Use strips of paper to label them.



List: Home Objects




Group: Home Objects



- We discussed what the objects had in common and how they were different.
- We sorted them into groups
- We had one group of "unlike" things, but after negotiation, created a new group.
- We wrote labels on strips of paper.



Label: Home Objects



We created 5 groups:

- Edible things
 - Girl scout cookies, cooking oil, crushed pepper, flour
- Types of tools
 - Tape, glue stick, brush, pen
- Toys
 - Magnatiles, Lego, car, toy camera
- Things made of fabric
 - Plush woolly mammoth, soft lunch box, ball of yarn
- Strong smelling things
 - Hand sanitizer, gardenia candle



List-Group-Label

(Taba, 1967; Vacca & Vacca, 1999)

Brainstorm List:
Weather

sun	clouds	warm
rain	hot	sunny
humid	umbrella	hurricane
windy	wind	hail
cold	hat	raincoat
snow	boots	thermometer



List-Group-Label: Weather

rain hurricane	sunny humid
clouds storm	warm rainy
Snow sun	hot windy
wind hail	cold
umbrella hat boots raincoat	thermometer



List-Group-Label: Weather

Types of Weather rain hurricane clouds storm Snow sun wind hail	Adjectives sunny humid warm rainy hot windy cold
Accessories/Gear umbrella hat boots raincoat	Tools thermometer



Information Gap

Each player receives a sheet with the sentence starter and game pieces to discuss and color in.

Information Gap: Animal Habitats Partner A

What is the animal doing?
It is + ing



Information Gap: Animal Habitats Partner B

Name: _____ Animals - B

What is the animal doing?
It is + ing



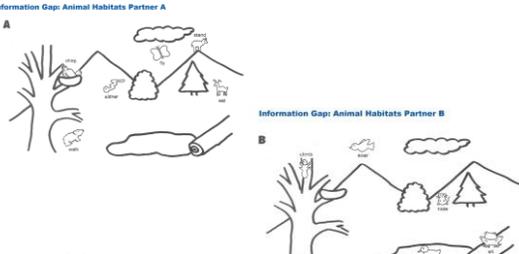



Information Gap

Then each student receives a scene where they place their game pieces in the desired areas.

Information Gap: Animal Habitats Partner A

Information Gap: Animal Habitats Partner B




Information Gap

Let's see what this looks like.




Information Gap: Women's History Month

Famous Women

What was _____'s occupation?

When was _____ born?

Where was _____ born?

Why is _____ famous?

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Information Gap: Women's History Month - A

Name	Occupation	Birthplace	Date of Birth	Claim to Fame
Helen Keller	Author – a person that writes books		June 27, 1880	
Jane Goodall		England		researched chimpanzees
Rosa Parks	Seamstress – a person that sews		February 4, 1913	
Amelia Earhart		Kansas		was the first woman to fly by herself across the Atlantic Ocean
Sally Ride			May 26, 1951	was the first American woman to fly into space

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Information Gap: Women's History Month - B

Name	Occupation	Birthplace	Date of Birth	Claim to Fame
Amelia Earhart	Aviator – a person that flies airplanes		July 24, 1897	
Rosa Parks		Alabama		fought for civil rights
Jane Goodall	Ethologist – a person that studies animals		April 3, 1934	
Sally Ride	Astronaut – a person that trains to fly into outer space	California		
Helen Keller		Alabama		was blind and deaf, yet learned to communicate

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Media or News Bingo

- Review the key terms you will need to listen for.
- Watch a video clip or news segment.
- Listen for key terms.
- Pause the video to fill in the terms.
- At the end, compare your answers or win a prize if you fill in your card.
- Three examples:
 - Early elementary: BrainPOP on Community Helpers
 - Elementary: BrainPOP on Georgia O'Keefe
 - Upper Elementary: Current events/news sources

BrainPOP
 BrainPOP Jr.
 BrainPOP ELL
 BrainPOP Español
 BrainPOP Français
 BrainPOP Israel

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Other Activities with Family and Friends

- Picture challenge:
 - Pick an object in the house, one person *describes* it to the other person; the other has to draw it.
- Heritage language lessons
- Twenty Questions
- I Spy/Veo, Veo
- "What's in the Sock?"
- Headbands/Password

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I Spy – Veo, Veo Learning Through Syllables

This classic game takes on a new twist by having children look for words in their environment based on initial sounds/syllables. Great game to play in either English or Spanish. Take a walk through the your house or neighborhood and try it out!

I spy with my little eye something beginning with the sound,

- T** - Table
- C** - Cat
- J** - Jam
- J** - Juice

Veo, veo ...

- ¿Que vez?
- Una cosita ...
- ¿Con que letrecitas?
- Con las letrecitas ...
 - Me** - Mesa
 - Ga** - Gato
 - Pi** - Piedra
 - Gu** - Guante

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"What's in the Sock?"

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Headbands Game

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Password for Older Students

□ Same premise as the previous game, but for older students they face each other with a card pulled from a deck.

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20 Questions: An Oldie, but a Goodie

In this word game **Player A** thinks of a topic or a noun (person, place, or thing). The other players then ask up to 20 questions each to try and figure out what is the topic or noun.

- **Player 1:** Okay, I've got one.
- **Player 2:** Are you alive or an objective?
- **Player 1:** I'm alive.
- **Player 2:** Are you found here in the house?
- **Player 1:** Yes
- **Player 2:** Do you live in water?
- **Player 1:** No, I don't like the water.
- **Player 2:** Is your color black?
- **Player 1:** Yes and no..
- **Player 2:** Yes & no? Does that mean you have 2 colors?
- **Player 1:** Yes it does
- **Player 2:** Do you have a tail?
- **Player 1:** Yes, a long one
- **Player 2:** Are you our dog, Jack?
- **Player 1** No. You are close, but I'm not the dog.
- **Player 2:** Do you have a baby?
- **Player 1:** Yes, I have 5 babies.
- **Player 2:** Aha! Are you our cat, Jinx? She just had 5 kittens.
- **Player 1:** Right! Great work, you did it in 9 questions.

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Critical Thinking in the Kitchen

- Do you know where the baking powder is?
- Where does flour come from?
- What do you think this [kitchen gadget] is for?
- What would happen if we mix corn starch and milk? Baking soda and vinegar?
- How do you say pancakes in [French, Polish, German, Spanish, Amharic, Korean, or Arabic]?
- Do you think baking is different at different altitudes? How?
- How would we thicken the batter if we want to make fluffier pancakes?
- Your secret ingredients are _____. How could you create your own recipe using these three ingredients?

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Your Turn

- Which activities would you like to adapt and use from home?
- What language-rich activities or resources have you been engaging in with your students or kids?

chat

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