Intentional Planning for Oral Language and Vocabulary Instruction

Planning for Vocabulary Routines
Personalized Oral Language(s) Learning (POLL)

Developed for Los Angeles Unified School District
By Linda Espinosa, Ph.D., Carola Matera, Ph.D., Elizabeth Maqruder, M.Ed.
Oral Language Development

“The rate of children’s early language growth and later language outcomes is directly related to the verbal input that children receive when communicating with adults and other children.”

“...one of the most important steps for any early childhood program is to collectively decide on explicit language goals for their ELLs.”

Linda Espinosa, Ph.D.
Getting It Right for Young Children from Diverse Backgrounds
Considerations for the Development of our Dual Language Learners…

- Getting to know the child and family
- Value and support home language
- Promote oral language & communication throughout the day
- Assess to inform instruction
- Provide focused enhancements for English Language Learners
- Personalize instruction
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- Family Languages & Interests
- Environmental Supports
- Instructional Support
Family Languages & Interests

- Family Languages & Interests Interview
- Home Language Support
- Family Engagement
- Parent Workshops
Environmental Supports…

Visually Rich
Environmental Supports

*Facilitate rich conversations*
Environmental Supports

Provide visual information
Environmental Supports

*Provide places for independent learning*
Environmental Supports

Promote small group interactions
Environmental Supports
Value and support home language
Word: Pretend

- Define: To decide to be someone or something else

- Example: “I can pretend to be a tiger.”

- Ask: What do you like to pretend to be?
Anchor Books
Selected to Enhance Vocabulary Development:

- read repetitively for a variety of purposes
- foster vocabulary and concept development through interactive conversations
- strategy work deepened in small group
Creating an **Intentional Message** to Enhance Vocabulary Development...

- embedded with content vocabulary, this written message sets the purpose of each lesson

“Welcome **friends**! We are glad you are here. I like to **sing**. What do you like to do?”
Today we will compare who has more, less.

'More' Chart
More means greater and greater means more.
More is bigger than ever before!
More is many while few is less.
More is a lot - no need to guess!
More means greater and greater means more.
More is bigger than ever before!
Using **Songs/Chants** to Enhance Vocabulary Development

- Academic and content vocabulary are woven into familiar songs and chants to encourage repetition

<table>
<thead>
<tr>
<th>I say “Please” you say “Thank you”</th>
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<tbody>
<tr>
<td>“Please” ... “Thank you”</td>
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<td>“Please” ... “Thank you”</td>
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<table>
<thead>
<tr>
<th>I say “Hello” ... you say “How are you?”</th>
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<tr>
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<table>
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<th>I say “Fine” ... you say “Thank you”</th>
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Explore Chant

I say mathematicians, you say explore
Mathematicians (me) Explore (students)
Mathematicians (me) Explore (students)
Say it to the ceiling, “Explore”
Say it to the floor, “Explore”
Whisper it to your neighbor, “Explore”
Now say it to the door “Explore”
What’s the word? “Explore”
Clap it out “Explore”
Shout it out “Explore!”
Mathematicians explore!
Mathematicians explore!

Pattern Chant

Red, blue, red, blue
Makes a pattern.
Green, yellow, green, yellow
Makes a pattern.
Brown, black, brown, black
Makes a pattern.
I love math.
Using **Visual Cues/Gestures** to Enhance Vocabulary Development:

- physical movements and signals are repeated as specific content vocabulary is introduced to imprint meaning
Opportunities to Enhance Vocabulary Development...

- Students are waiting in line
- Circle Time
- Transitions
- Whole group work
- Small group work
- Content Area Development
- Threading throughout a theme
<table>
<thead>
<tr>
<th>Week of:</th>
<th>Content Area: Monday</th>
<th>Tuesday</th>
<th>Foundation/Standard: Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>Anchor Book</td>
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<td>Vocabulary</td>
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ESM
Assessments: Capturing Baseline Data & Measuring Ongoing Progress

- **Pre-LAS® 2000** English/Spanish:
  - Receptive and expressive language – pre/post

- **Children’s Progress Academic Assessment (CPAA)**
  - Interactive Computer Software
  - English/Spanish
  - Literacy and Mathematics

- **Desired Results Developmental Profile (DRDP)**
  - Observational tool
  - Social/Emotional
  - ELD
  - Language and Literacy
  - Mathematics
POLL

- Personalized
- Oral
- Language(s)
- Learning