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

Webinar
March 20, 2020
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@CAL_LangLit
languageapplied

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.

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

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.
- Handy always tries to find a way of fixing things
- Jokey always has to make everyone laugh. Takes our mind off others
- Grouchy gets irritable and angry at times. He needs to let off steam and be human
- Is there another Smurf that best represents you?

Introductions

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

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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, Patashier, 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

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.

List: 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.

Group: Home Objects

<table>
<thead>
<tr>
<th>Label</th>
<th>Label</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Alternatively...

<table>
<thead>
<tr>
<th>Label</th>
<th>Label</th>
<th>Label</th>
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<tbody>
<tr>
<td></td>
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</table>

However...

<table>
<thead>
<tr>
<th>Label</th>
<th>Label</th>
<th>Label</th>
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</tbody>
</table>

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.

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 wooly mammoth, soft lunch box, ball of yarn
- Strong smelling things
  - Hand sanitizer, gardenia candle
List-Group-Label (Taba, 1967; Vacca & Vacca, 1999)

**Brainstorm List:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>clouds</td>
</tr>
<tr>
<td>rain</td>
<td>hot</td>
</tr>
<tr>
<td>humid</td>
<td>umbrella</td>
</tr>
<tr>
<td>windy</td>
<td>wind</td>
</tr>
<tr>
<td>cold</td>
<td>hat</td>
</tr>
<tr>
<td>snow</td>
<td>boots</td>
</tr>
</tbody>
</table>

**List-Group-Label: Weather**

<table>
<thead>
<tr>
<th>Types of Weather</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain hurricane</td>
<td>sunny humid</td>
</tr>
<tr>
<td>clouds storm</td>
<td>warm rainy</td>
</tr>
<tr>
<td>Snow sun</td>
<td>hot windy</td>
</tr>
<tr>
<td>wind hail</td>
<td>cold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accessories/Gear</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>umbrella</td>
<td>thermometer</td>
</tr>
<tr>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>boots</td>
<td></td>
</tr>
<tr>
<td>raincoat</td>
<td></td>
</tr>
</tbody>
</table>

**Information Gap**

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

Let's see what this looks like.

Then each student receives a scene where they place their game pieces in the desired areas.
Information Gap: Women’s History Month

Famous Women

What was ________’s occupation?

Where was ________ born?

When was ________ born?

Why is ________ famous?

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 | was the first woman to fly by herself across the Atlantic Ocean
Amelia Earhart | Kansas | was the first American woman to fly into space |
Sally Ride | May 26, 1951 |

Information Gap: Women’s History Month - A

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 |

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

Heritage language lessons

- Twenty Questions
- I Spy/Veo, Veo
- “What’s in the Sock?”
- Headbands/Password

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.

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 your house or neighborhood and try it out!

- I spy with my little eye something beginning with the sound,
  - I - Table
  - Q - Cat
  - J - Jam
  - J - Juice
- Veo, veo …
  - ¿Que vez?
  - Una cosa …
  - ¿Con que letrecitas?
  - Con las letrecitas …
  - Me - Mesa
  - Ga - Gato
  - Pi - Piedra
  - Gu - Guante
“What’s in the Sock?”

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.

Headbands Game

Check out the App, Heads Up, for visual versions on a device.

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.

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?

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?
Thank You

Join us next week, Friday, March 27th, 3-4pm EST

https://attendee.gotowebinar.com/register/367439659504656395

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