

Boosting Young Children's Language and Content Learning: Project GLAD® Through an Early Childhood Lens

by Laurie Magill—Cien Aguas International School and
Kathy Waldman—Project GLAD® Key Trainer

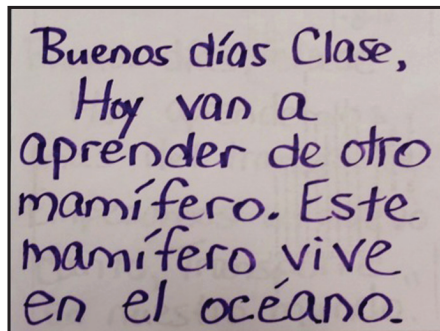
The implementation of Guided Language Acquisition Design (*Project GLAD*®) strategies with an early childhood perspective in her 90:10 dual language classroom has resulted in students learning and using the target language much more rapidly than before, according to Laurie Magill, Cien Aguas International School kindergarten teacher.

The more she implements these strategies, the more progress she observes in her students' language acquisition. The authors attended weeklong *Preschool GLAD*™ trainings in Orange County, California, and have applied what they learned to kindergarten settings, emphasizing rich oral language development for younger language learners.

Like *Project GLAD*®, *Preschool GLAD*™—or early childhood *Project GLAD*® in this context—makes academic vocabulary accessible through various developmentally appropriate instructional strategies employed in thematic settings. Each kindergartner in Laurie's 90:10 class is at a different level of

understanding on a continuum of Spanish language proficiency, but each is able to access the information at their own level because of visuals (sketches and photographs), repetitive language and the cadence of oral language chants and songs, and familiar story structures. The majority of this work takes place in large or small group settings with increased scaffolding to meet the needs of the younger students. These early childhood language learners reap the benefits of an emphasis on oral, rather than written, language development, with increased opportunities for group oral repetition and exposure to a variety of oral language skills practiced in context.

We will share six instructional strategies which highlight the shifts in our practice to an early childhood perspective on *Project GLAD*® and serve to illustrate why young language learners thrive in this environment. Note that these strategies are done in whole group and can be useful for some children through early second grade.



The morning message helps kindergartners anticipate the day's lessons.

Morning Message. Morning Message is one strategy that is only found in early childhood or *Preschool GLAD*™. The teacher pre-writes a short note to the class that will serve to anchor the day. It typically follows a frame—for example, “Hello, children. Today we are going to _____.” A picture is added to the message, and then it

may be placed near the classroom door where students can read it with their parents. Later, the teacher reads it to the whole class during morning meeting. In Laurie's classroom, the messages are clipped together and placed in the reading center, where they provide a review of the week for the students.



A Picture Dictionary for a unit on “Living Things” after children have colored it in

Picture Dictionary.

The Picture Dictionary consists of a sketch of a vocabulary word (usually a noun) introduced with interactive spelling. The picture is pre-sketched lightly on large white paper, and the teacher traces over it in marker in front of the children while “talking through” what she is sketching. For an English

vocabulary word, she writes the first letter of the word in red to highlight the beginning sound. The rest of the letters are added one at a time in black. The class learns a gesture to associate with the word, and the word with the gesture becomes the signal for transitions that day. Words stay on the wall during the entire unit.

—continued on page 9—

—continued from page 8—

In Laurie's dual language class, the article (*el, la, los, las*) is always included as part of a Spanish vocabulary word so that it is learned in conjunction with the noun. Because of the syllabic nature of Spanish, as Laurie writes the word in front of the children she uses a different color for each syllable. To be consistent across the Spanish words, she always uses green for the first syllable.

A photo of the vocabulary word is added to the sketch after the spelling of the word, then the children practice saying the word together “to the ceiling,” “to the floor,” “to the door,” “to the window,” etc.

Songs and Chants. Songs and chants emphasize the rhythm, rhyme, and repetition of language and provide opportunities for the children to practice vocabulary orally in comprehensible ways. This allows for brain imprinting of important concepts. The teacher writes the chant on large paper and places it on the wall for her own visual reference. In contrast to *Project GLAD*®, early childhood *Project GLAD*® Chants do not necessarily become part of the children's reading and writing instruction.

Big Books. In early childhood *Project GLAD*® Big Books, key vocabulary is used in new contexts that introduce facts in a developmentally appropriate manner. Repeating sentence frames (e.g., “In spring we see . . .”) encourage children to use the new vocabulary as they orally “read” the text. Each page is restricted to one new fact and one or two photographs about the topic.

In contrast to *Project GLAD*®, there will probably be multiple Big Books per unit. Preschool *GLAD*™ or early childhood *Project GLAD*® Big Book pages are not numbered, so that each page can stand alone. This allows young learners to share and manipulate the pages as they “read” them together later in small groups. The patterned language of books such as

Brown Bear, Brown Bear (Bill Martin, Jr. and Eric Carle, 1967) and *The Important Book* (Margaret

Wise Brown, 1949) are suggested structures to use for writing these texts.

Pictorial Input Chart (PIC). Each Pictorial Input Chart depicts one concept for the unit, such as a polar bear in Laurie's “Living Things” unit. The bear's body parts are drawn and labeled on the chart, as are its habitat, diet, and mode of locomotion, each color-coded as to its category.

The teacher lightly pencils in the chart ahead of time and traces it in front of the class. On the second day, the sketch is revisited and labeled as photographs are added. The third day, these pictures are handed to students who add them to the chart as the teacher reviews it. Typically on the last day, the information from the PIC is added to the Process Grid, which, when complete, will display one row of information from each PIC in the unit. Later on, the PIC becomes a center where children color and add their own sketches.

Process Grid. To complete the Process Grid, the teacher asks the students what they remember from a particular Pictorial Input Chart. For example, during a unit



A Pictorial Input Chart for “el bosque” after children have added their own sketches and coloring



Paired “turn-and-talks” give students opportunities to orally practice vocabulary in context.

—continued on page 15—

—continued from page 9—

on transportation, as they review the PIC about the car, she might ask them to recall whether a car travels on land, in the air, or on the water; the names of the parts of the car; who drives a car; and how many passengers it can carry. She then draws pictures and labels each cell of the process grid as the students recall the information.

When completed, the Process Grid can be used to conduct an assessment and also to make a class book. Students “walk the Process Grid” with the teacher to orally complete a sentence frame. For example, for the Farm Unit, they might complete the sentence, “A _____ gives us _____.” After the child completes the frame orally with the teacher while exploring the Process Grid, the sentence is written on a large sheet of paper for the child to illustrate. After all the children complete this activity, the pages are stapled together and become a class book. These class books

are instant favorites in the kindergarten class library or during reading workshop.

Nombre	el medio	las partes	el oficio	datos interesantes
el velero	acuático	el timón el mástil la vela	el capitán	el símbolo de la libertad
el cohete	aéreo	el cono las aletas el motor	el astronauta	va hasta la luna y el Marte
el avión	aéreo	las ruedas el motor el hélice las alas la parabrisa las ventanitas	el piloto	524 pasajeros
el carro	terrestre	el motor las ruedas las ventanitas el volante el parabrisa	el chofer	puede transportar a 6 pasajeros

The completed Process Grid for a unit on transportation: Notice that each item is color coded so that children can locate information easily.

In summary, *Project GLAD*®, with an early childhood lens and appropriate modifications, offers the classroom teacher an array of engaging, developmentally appropriate strategies that enrich the oral language—and the content learning—of our youngest learners in both their first and second languages. As one of Laurie’s students opined about why he liked the *Day of the Dead Pictorial*

Input Chart that was just completed in class, these strategies are effective “because we don’t know much about it and then we know lots about it!” As teachers, we can’t say it any better than that!

For more information on Preschool GLAD™ trainings, please visit <http://www.ocde.us/PreschoolGLAD> or contact Christie Baird at cbaird@ocde.us.



Dual Language Education of New Mexico Offers Summer 2015 Professional Development Opportunities

AIM4S™ Follow-Up Summer Institute

June 2-3, 2015
Albuquerque, NM

The Summer Institute is an exciting follow-up for teachers who have already attended the Level I Achievement Inspired Mathematics for Scaffolding Student Success training.

Come build a year-long plan and develop an AIM4S™ unit, expand your understanding of the AIM4S™ framework, and increase your own conceptual understanding of fractions, place value, and operations.

Times and Cost:

8:30 a.m. – 3:30 p.m.

\$135 per participant, meals provided

For more information visit www.AIM4Scubed.dlenm.org



Project GLAD® 2nd Annual Summer Institute 2015

June 9-10, 2015
Hyatt Regency Tamaya,
Santa Ana Pueblo, NM



Summer Institute Purpose: To provide a follow-up training opportunity for Project GLAD® Tier I certified teachers. Note: Participants must be Project GLAD® Tier I certified to participate.

Who should attend? *Project GLAD® Tier I certified teachers seeking further instructional and peer support for their practice. The institute will provide differentiated opportunities to refresh and deepen your Project GLAD® instruction.*

Times and Cost:

8:30 a.m. – 4:00 p.m.

\$179 per participant, meals provided

For more information visit www.glad.dlenm.org

