Soleado

Promising Practices from the Field

GLADly Going the Distance with Distance Learning

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Covid-19 forced the world into new territory. Homes became offices, parents became home-school teachers, and teachers became students, learning how to command an in-person job through a computer screen. Truly, teachers became artists, faced with reimagining their teaching and creating newfound ways to reach every student. When redesigning my teaching, I built a foundation on social-emotional learning, equity and access, routines, and promising practices of Project GLAD® strategies as a way to recreate familiar, positive classroom culture despite the distance.

R ecognizing emotions in self and others
U nderstanding the causes and consequences of emotions
L abeling emotions accurately
E xpressing emotions appropriately
R egulating emotions effectively

Acronym for RULER developed by Yale Center for Emotional Intelligence

Providing students with the language of emotions enables them to better identify and express their feelings.

With a global pandemic taking us all on an emotional roller coaster, helping my students navigate their own emotions within this new quarantined world became paramount. Fortunately, at the start of the closure, I learned about RULER, an evidence-based, systemic approach to social-emotional learning developed at the Yale Center for Emotional Intelligence (*www.ycei.org/ruler*). RULER stands for the five skills of emotional intelligence: recognizing, understanding, labeling, expressing, and regulating. The RULER online training taught the importance of developing students'

emotional literacy. Essentially, providing students with the language of emotions enables them to better identify and express their feelings. I also learned the value of asking students the simple question: "How are you feeling?" before beginning a lesson as a way to regulate emotion and encourage more on-task behavior. Undoubtedly, helping students understand and express their emotions during these uncertain times became the heart of my remote teaching.

To further ease the ride of the Covid-19 emotional roller coaster, establishing an equitable and accessible routine provided much-needed consistency for my students and myself. In addition to RULER, I honed in on three tips from Larry Ferlazzo's 7 Tips for Remote Teaching (*www.youtube.com/watch?v=8wS5BWPLVE&feature=youtu.be*): 1) emphasize social-emotional learning, 2) minimize synchronous online meetings, and 3) keep things simple. Both RULER and Ferlazzo's advice prioritized social-emotional connections as a necessary ingredient to academic success, especially during distance learning. Ferlazzo's advice further encouraged me to deliver learning both synchronously and asynchronously in order to provide equity of access to students. And to keep things simple, I focused on teaching a unit's main concepts rather than attempting to cover a myriad of

information. To further simplify curriculum and instruction, I also envisioned a unit-plan template that could be reused for future content, constructing a road map of expectations for myself in regards to planning while outlining a clear instructional routine for students.

big book. The second lesson activates background knowledge with an Inquiry Chart (similar to a KWL chart with columns for the K and W only) and students also predict the meaning of a key academic vocabulary word with a Cognitive Content Dictionary (CCD) in which one word is studied at a time. The third lesson introduces the

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
GLAD Strategies	Observation Charts: *See, Think, Wonder* **Nearpod Preview** Your own editable copy (10 min)	Inquiry Chart: *What do you know about emotions?* CCD: *"Emotion" Prediction* **Nearpod Preview** Your own editable copy (5 min)	Teacher-Made Book: *I Just Wanted You to Know about Emotions* **Nearpod Preview** Your own editable copy (10 min)	Teacher-Made Book: *I Just Wanted You to Know about Emotions* Graphic Organizer: *Topic, Main Idea, Details* **Nearpod Preview** Your own editable copy (15 min)	Inquiry Chart: *What do you know about emotions?* CCD: *Word Study: root word -mot "to move"* *Final Meaning and Sentence* **Nearpod Preview** Your own editable copy (5 min)
Expert Task	Create a See, Think, Wonder chart. Observe a person or character in a book, TV, or movie. Write what you see, think, and wonder about their emotions.	Create an Inquiry Chart for a nonfiction topic	Record yourself reading aloud the Teacher-Made Book. Create a Student-Made Book, using the repetitive frame: I just wanted you to know that I can feel (emotion), (emotion), and (emotion). I feel (emotion) when….	Create a Topic, Main Idea, Details Graphic Organizer for a nonfiction topic	Read through a list of words with the root word -mot. Read the accompanying sentence for each word to predict the definition of words with the root word -mot.

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
GLAD Strategies	Emotions Here, There Chant: **Nearpod Preview** Your own editable copy (10 min)	Sentence Patterning Chart **Nearpod Preview** Your own editable copy (20 min)	Bridge: Adverbs *-ly vs. -mente* **Nearpod Preview** Your own editable copy (5 min)	Bridge: Nouns *-tion vs. -ción* **Nearpod Preview** Your own editable copy (5 min)	Pictorial Input Chart: *Explaining Emotions* Paragraph Writing: *Explaining Emotions* **Nearpod Preview** Your own editable copy (10 min)
Expert Task	Record yourself chanting the Emotions Here, There Chant	Create an SPC for emotions or create an SPC for an animal. Read a nonfiction book about the animal to add parts of speech words to your SPC.	Choose an English and a Spanish book. Find adverbs that end in -ly and -mente. Create your own -ly vs. -mente chart.	Choose an English and a Spanish book. Find nouns that end in -tion and -ción. Create your own -tion vs. -ción chart.	Create the chart: Explaining Emotions to explain your own emotions. Write a paragraph explaining the emotion you have chosen.

This 10-day unit plan template includes Project GLAD® strategies that scaffold the main unit concepts.

Planning my Units

Ultimately, this led to a unit plan with a progression of ten lessons, each one utilizing a Project GLAD® strategy that scaffolded the main concepts of a unit. The unit planning began with the creation of a Teacher-Made Big Book, which communicates the unit's enduring understandings with a repetitive frame, concise details on each page, and authentic images. Basically, the Teacher-Made Big Book becomes a database for the unit's academic vocabulary, images, and content to be emphasized and reused throughout the lessons. The big book's vocabulary was then used to create a Here, There Chant to support understanding of academic vocabulary while developing automaticity and fluency through sentence patterns and rhythms. With the big book and chant made, the other lessons could now be constructed. The first lesson sparks student interest with Observation Charts (essentially a See, Think, Wonder), analyzing the same images used in the

Teacher-Made Big Book and the fourth lesson summarizes each page of the big book with a graphic organizer. The fifth lesson allows students to add learned information from the big book to the first column of the Inquiry Chart, (thus eliminating the need for the L column), and later, to create a final meaning for the CCD word, use it in a sentence, and engage in its word study. The sixth lesson guides students' oral language with the Here, There Chant and processes the meaning of its vocabulary. The seventh lesson continues to promote oral language with a Sentence Patterning Chart that organizes academic vocabulary by parts of speech and students then construct a variety of descriptive sentences through oracy, reading, and writing. The last three lessons of the unit include two bridging activities to connect the academic vocabulary in English to Spanish, and utilize a Pictorial Input Chart in which information is categorized in chunks and supported with visuals.

The Here, There Chant template allows teachers to build academic vocabulary around a unit's key plural noun.

This ten-lesson progression set me and my students up for success by using familiar Project GLAD® strategies while setting a clear blueprint for what distance learning would look like.

Online Teaching

To effectively implement the unit, maintaining the integrity of Project GLAD® strategies, even while online, made content comprehensible and equally accessible to all students. First, I chose Nearpod as the platform for my remote teaching (*https://nearpod.com/*). Nearpod provides equity of access by offering both live and student-paced lessons, supporting both synchronous and asynchronous learning. Nearpod also transforms Google Slide presentations into interactive ones by embedding student processing activities like quizzes, matching pairs, fill in the blanks, and open-ended questions. To support student-paced lessons, teachers can record voice-overs to further explain a slide's content. With Nearpod solidified as my platform for distance learning, I focused on scaffolding content by maintaining the integrity of Project GLAD® strategies. For instance, activating prior knowledge, using authentic images, highlighting, color-coding, and chunking information are all promising practices of Project GLAD® strategies seen in physical classrooms and

thus, remained important in my virtual classroom. I also encouraged repetition of vocabulary words by prompting students to "say it with me" and solicited deeper understandings of vocabulary by modeling TPR (Total Physical Response) with either images of hand gestures or recording a short video of myself modeling the TPR. Another Project GLAD® scaffolding technique is a 10/2: for every ten minutes of teacher talk, students process the information for two minutes. On Nearpod, I replicated this 10/2 technique by monitoring the amount of time I recorded a voice-over for each slide. If my recording was over a minute and a half, then I deemed that slide too long and split its information into two slides. On average, each slide's voice-over ranged from 20 seconds to a minute. Following each slide, or approximately after every minute of teacher talk, I included a Nearpod student processing activity (matching pairs, fill in the blanks, quizzes, an open-ended question, etc.) to develop student understanding. Maintaining the integrity of Project GLAD® strategies and their scaffolding techniques naturally differentiated content for all learners despite the distance.

The SPC organizes academic language by parts of speech.

Maximizing Student Participation and Assessment

Establishing a predictable routine for student products was also necessary in order to increase student participation and assessment. For student products,
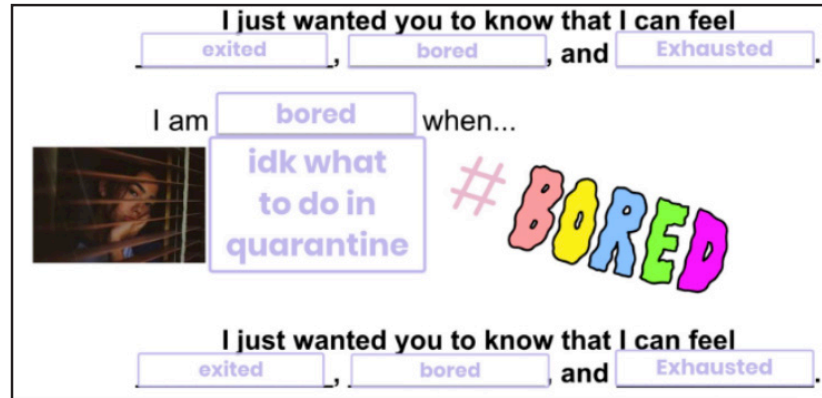
I wanted to avoid having to explain and model another set of directions of how to complete a task. Therefore, I used the ten-lesson unit plan already filled with Project GLAD® strategies as a template for student products. At the end of each lesson, students engaged in an "Expert Task", where they became "experts" on the Project GLAD® strategies. For example, if students finished a lesson in which an Inquiry Chart was used to activate their background knowledge, then students created their own Inquiry Chart for their expert task. My class used Seesaw as the platform for showing their learning in a digital portfolio (*https://web.seesaw. me/*). On Seesaw, students used the built-in annotation tools to create their Inquiry Charts. Students typed and voice recorded their responses to the Inquiry Chart questions: What do you think you know about [nonfiction topic]? And what do you want to learn about it? Then students read more about the chosen nonfiction topic from their digital libraries like Epic! Books (*https://www. getepic.com/*) and added the learned information to their Inquiry Charts. Other Expert Tasks included fluency practice by recording themselves reading the Teacher-Made Big Book or the chant, or creating their own Sentence Patterning Chart and forming a variety of descriptive sentences about a plural noun, such as animals. By first familiarizing students with the Project GLAD® strategies and making them experts on them, students also became experts of their learning by understanding what was expected of them through consistent repetition and engagement with a routine.

Monitoring Students' Stress

Ultimately, my main goal while teaching students amidst a global pandemic was to keep stress level low and participation high. According to an anonymous survey given to 32 of my students, 53% completed all 10 Nearpod lessons, 46% repeated vocabulary when prompted by the phrase "say it with me" and/or participated in the TPR while learning remotely. And most importantly, on a scale from one to five (one being no stress), 40%

A student-made big book allows students to creatively use new vocabulary.

of students reported experiencing no stress while engaging with the lessons, 28% a level two, 25% a level three, 6% experienced a level four, and 0% of students felt overwhelmed with a stress level of five. Overall, I am extremely proud of my students for adjusting to distance learning and being patient as I navigated how to reestablish a classroom routine and positive classroom culture while being surrounded by so much uncertainty in our world.

As we embark on another uncertain school year, I feel prepared and certain that applying the lessons learned during the closure will continue to benefit both students and teachers no matter the conditions. Promoting emotional literacy, consistently integrating technology, and unit planning with Project GLAD® strategies will continue throughout my teaching. Fundamentally, remote teaching proved that we, as educators, continue to learn and adapt for the sake of our students, even when it's uncomfortable. I feel reassured that collectively we will continue listening, learning, and adapting to transform our (physical or virtual) classrooms into spaces where students feel safe, valued, and heard.

Resources

Education Week. "Larry Ferlazzo's 7 Tips for Remote Teaching." *YouTube*, uploaded by Education Week, 31 Mar. 2020, *www.youtube.com/watch?v=8_ wS5BWPLVE&feature=youtu.be*

"RULER." *Yale Center for Emotional Intelligence*, YCEI, 2020, www.ycei.org/ruler