



# Strategies That Hang Together: Your New Best Friend

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First off, let's address the elephant in the room. You've gone through Project GLAD® Tier 1 Foundations (Research and Theory Workshop + the classroom demo), and you think to yourself, "I just spent six days learning this stuff; I should be able to implement it right away. But I feel overwhelmed. I don't know where to start." Now, if this is NOT you and you're implementing all the strategies in one fell swoop, successfully rocking GLAD® in the classroom like a boss...well, then this article is probably not for you. Carry on. You are an educational ninja, and I applaud you.

However, if you're like me, your journey probably looked more like this: I went to the Research and Theory Workshop, tried my best to listen and absorb, and long about day 2, the strategies all started to run together. I thought, "It's all good. I'll see it in the classroom demo and all will be right with my world." Then...nope. They moved quickly to fit all the strategies in for me to see, and they said MULTIPLE TIMES, "This would be rolled out over 4-6 weeks of instruction..." **but somehow, I didn't hear that.** I left with all kinds of ideas and no direction. So, I put that binder on my shelf with the intention of revisiting all the strategies that had been shared, but you know what they say about good intentions... Does this sound familiar to you, dear reader? If so, take heart and read on. We've got some work to do, and when you're done reading this article, you may have a clearer path to attempting some of this magic in your own classroom.

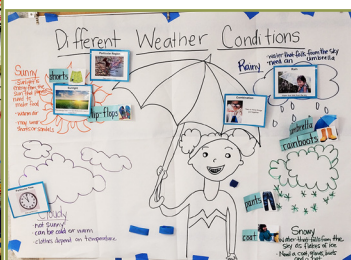
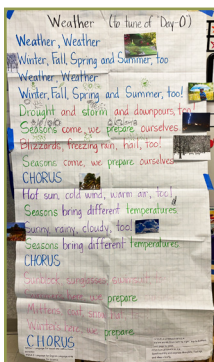
So, let's fast forward a bit—after 25 years in the classroom, I'm now a language acquisition specialist for my district. Basically, it means that I help teachers with GLAD® in their classrooms, offer PD sessions and refreshers, and work with my department with all things pertaining to multilingual learners. It also means that I'm pursuing my GLAD® Tier III Trainer certification with our local Tier IV trainer and rock star extraordinaire, Bridget Dale. Bridget has given me many ideas and much support toward my work. Then came the gift of Natalie Olague, a Dual

Language Education of New Mexico (DLeNM) Program Coordinator and Project GLAD® Tier III trainer. As I was trying to find my way in this new position and worrying that my participants would be overwhelmed with too much information, Natalie had a great suggestion: present two strategies that "hang together" or build on one another.

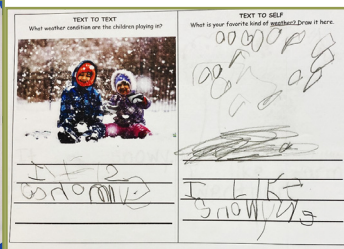
As I planned for refresher sessions, I realized something else—most of our teachers focused only on Focus and Motivation, Input, and Guided Oral Practice strategies—just as I had done myself. Almost no one had linked those activities to the Reading and Writing strategies. So, here are a couple of jumping off points that I think may help you move from input to writing.

1. Identify the standard you are teaching to and pick an Input or Guided Oral Practice strategy that best addresses that standard (or set of standards). For example, if you are teaching life science and students are learning about the life cycle

of an animal, a Pictorial Input Chart is a great way to introduce vocabulary and concepts. The color coding of each component of the chart allows



*A Chant introduces key vocabulary; a Graphic Organizer covers key concepts; a Learning Log provides an opportunity for students to reflect.*



for student brain imprinting and supports recall. Or use a Narrative Input Chart to make the text or concept comprehensible to your students. Even though the Narrative Input Chart is intended for a narrative story, feel free to use it with informational text. You might even want to use a Chant that embeds academic content and language into a fun and engaging learning experience. When you highlight vocabulary and support them with images, you bring those charts to life and make core concepts and language accessible. But WAIT! You're not done. You can't leave all that rich language hanging on the wall. You need to get the students to put it down on paper. How do we do that? Read on, all you teaching wizards; it's about to get good.

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2. Pick a Reading and Writing strategy that pairs with your Input or Guided Oral Practice strategy. One of my all-time favorites is the Learning Log. This strategy can connect to almost any other Input or Guided Oral Practice strategy and requires only that you develop a prompt for students to make a text-to-text and text-to-self connection.
3. From there, maybe you establish Expert Groups around the categories of information on your Pictorial. Or, maybe you develop a Process Grid as a whole class and then establish expert groups to learn the information needed to complete the grid. You might choose to have students create their own chant around a different concept of the unit in teams or individually. Or, if you teach the littles in K/1, maybe you're working on a Whole Class Group Frame pulling information from the Pictorial to develop sentences. Does the Learning Guide recommend that you develop a Process Grid first? Yes, yes it does. Does that mean that you absolutely cannot use it if you don't have one? **Nope.** As Natalie reminded me: you must ask yourself...what is your goal? Are you modifying the strategy to meet your goal, or are you mutating it? Identify your goal and use the strategy to meet that goal—make sure the integrity and purpose of the strategy stays intact.
4. Listen, *of course* the power of Project GLAD® comes from a whole unit of instruction that beautifully dovetails together and goes from Focus and Motivation all the way to Extensions and Assessments. But whole units are intimidating. Instead, pick two strategies that hang together and refine them. Use them across your core areas. Get in there and get messy and expect that your first time out will not go as planned. It may bomb completely. Then, you'll pick up the threads and weave a new lesson, refine your practice, and do it all over again.

Another issue that often prevents teachers from tackling an entire GLAD® unit is the issue of *time*. We just don't have enough of it, and when teaching blocks are 30 minute (or less!), the question arises, "How will I fit this strategy in with so little time to do it all?" And the answer is: *you don't have to do it all at one time*. What you saw in the demo where the GLAD® trainer presented an entire Pictorial Input Chart in one session is NOT reality. It was done that way to show you how to present the strategy and what it is supposed to look like when it is complete. The reality is that you can present one color-coded section over multiple days. Present one section one day and another section the next day, and

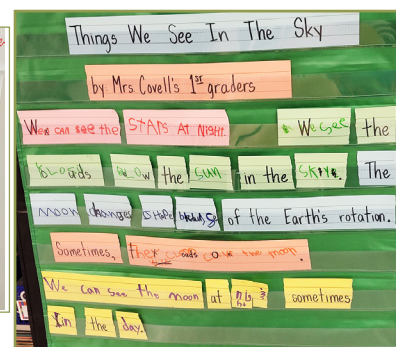
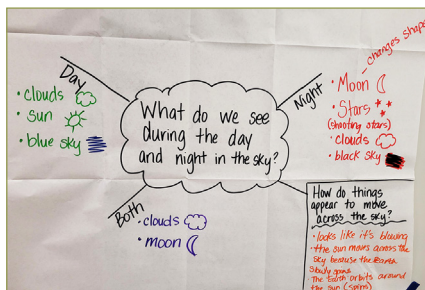
so on. Add sketches and Picture File Cards another day. The deal is this: *the more often you return to and process that one chart, the more your students will learn from it*. It also saves you time—you will prep one chart and get multiple days of instruction out of it. When in doubt, SLOW DOWN. Remember, you are increasing language acquisition and deepening core subject understanding. This takes time. Rome wasn't built in a day, as they say, and neither will your Input become comprehensible to students if you rush it.

Here are some examples of strategies I've used together in various classrooms. All of these lessons were based on the existing district-adopted curriculum for that grade level. The instructional information presented was gleaned from the text and the Literacy Awards were created from the vocabulary in that curriculum. Each of the paired strategies described were rolled out over MULTIPLE days of instruction. A couple of things you won't see, but were present in every lesson:

- \* 10/2's—every time I processed a Chant, a chart, or other form of input, my students needed time to process that information. So, I would pause and provide a prompt for my students to turn and talk.
- \* I used Literacy Awards with Scouts to reinforce the Three Personal Standards or whatever behavior expectations the school or teacher used.

In the Kindergarten example pictured on page 4, I used a Chant, a Graphic Organizer and a Learning Log based on a weather unit that came from the science curriculum. Please note the color chunking on the graphic organizer—ideally done over many days, one section at a time.

The 1st grade example below shows two strategies that worked well together. First, the teacher taught a science unit on space and objects in the sky. We created a Mind Map from the information the teacher front-loaded using the text from the curriculum. That information fed into a Cooperative Strip Paragraph. At the time that I took the picture, more revisions were needed. The teacher had 20-minute time blocks to focus on science, so we spread the lessons out over a week.

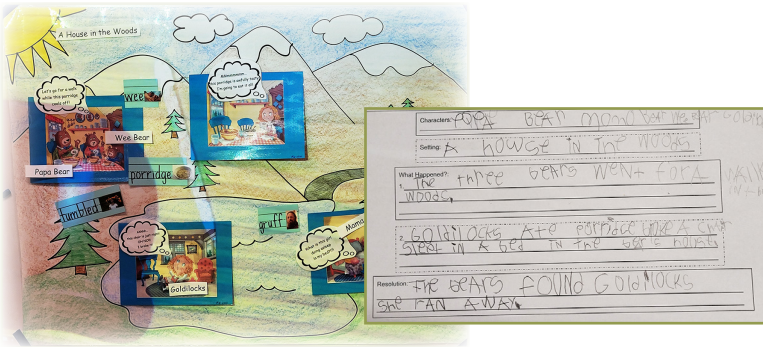


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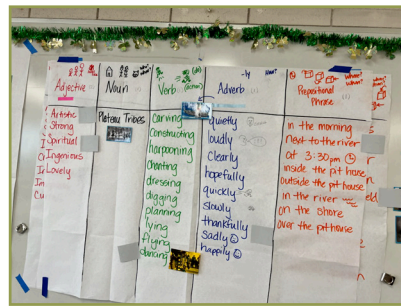
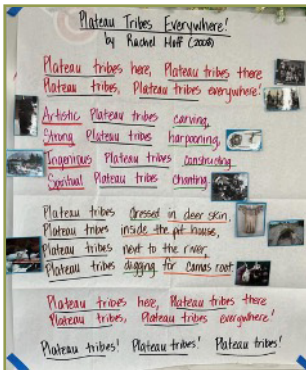


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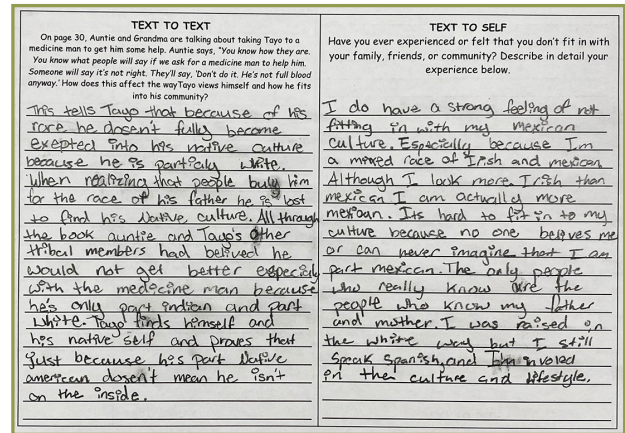
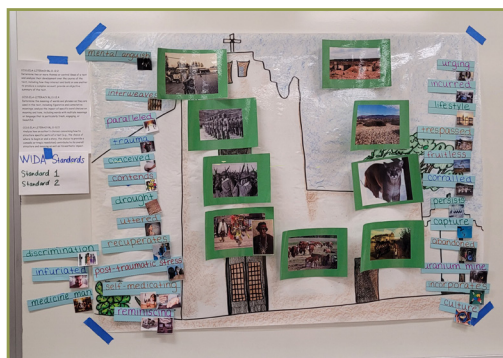
Next, during this teacher's English Language Arts time, we retold the classic story of *Goldilocks and the 3 Bears* using a Narrative Input Chart with story cards, speech bubbles, and vocabulary words. The Narrative Input Chart fed into a Story Map, which could be extended into an individual or team writing task, depending on student ability and teacher preference.



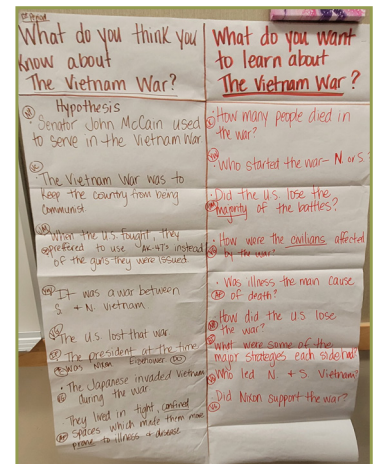
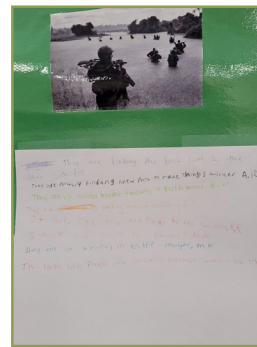
In a 5th grade class, I used a “Here There” Chant, which fed into an SPC and a student extension of the chant. While I was in that classroom, we completed only these two strategies. The student extension of the chant was ready to be completed the next day.



For high school juniors, my colleague María Chávez Ceja and I helped the English teacher make a novel about WWII soldiers from the Laguna Pueblo more comprehensible for students. We used a Narrative Input Chart to retell the novel, and then a Learning Log to connect the subject matter back to the students. The main character in the story experienced bi-cultural ambivalence, which provided the prompt for the text-to-self portion of the learning log. Powerful!



For that same class, while using a different novel about the Vietnam War, we used Observation Charts to access the students' prior knowledge about the war and give them a chance to talk with a classmate. Later, the students completed an Inquiry Chart. These two strategies would provide a perfect segue into Interactive Journals or a research project (either in teams or individually).



GLAD® doesn't have to be an all or nothing approach. You can take the strategies chunk by chunk and make them work for you. Don't allow yourself to be intimidated by the scope, sequence, and number of strategies that are listed in the Project GLAD® Learning Guide. That guide is meant to be a resource that fine-tunes your teaching practice, takes student learning to the next level, and provides scaffolds for students to develop both language and core content. Every time you employ a GLAD® strategy in your instruction you are making language and content more comprehensible. It's time to move to the next level and hook those reading and writing strategies in. You'll soon find that you are able to assess student progress and provide more targeted re-teaching and refinement.

**Strategies that hang together—your new BFF!**

