

Connecting Classroom to Learning at Home: Supporting ELs to Develop Academic Vocabulary

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https://www.youtube.com/watch?v=0l92_G5zfiM

Narrator: To support family members and caregivers of young English learners like this grandfather, the Regional Educational Laboratories, or RELs West, Northeastern Islands, and Northwest developed nine simple and fun, family and caregiver activity sheets, or FCAs, to leverage cultural and linguistic assets and knowledge to strengthen language development at home. The FCAs are available in multiple languages, including Somali, simplified Chinese, Spanish, English, Tagalog, traditional Chinese, Vietnamese, Haitian Creole, and Arabic, and can be used in English or the home language, whichever the family member or caregiver prefers.

The purpose of this video series is to demonstrate how to connect classroom learning with activities in the home. Educators can send the FCAs home so students can use complex language and connect to concepts in their home language prior to as well as after classroom instruction. The FCAs are grounded in the research-based recommendations in the What Works Clearinghouse practice guide called Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.

In this video, we'll see portions of classroom lessons on the concept of sequencing and using sequential vocabulary, and how two families use different FCAs to prepare for, then extend and reinforce this classroom learning by creating opportunities for dialogue that build their child's oral and written language skills in their home language. First, we'll see how a family used the asking and answering questions about a story FCA that the teacher shared recently at Back to School Night, along with ideas about how to prepare the child for classroom content. Next, we'll see how the teacher introduces sequential vocabulary in two content areas, language arts and fine arts. Then, following the classroom video, we'll see how a family extends and reinforces the classroom learning by using the Making a Meal together FCA. In this first clip, the mother uses the FCA asking and answering questions about a story, which is based on recommendations one and two in the practice guide. She has her daughter practice a set of vocabulary words and integrates oral and written language instruction by engaging with the story through structured dialogue while focusing on the academic vocabulary of sequence. First, the mother aloud a story about the first day of school to her daughter asking questions using the language supports from the FCA. Then, the child retells the story using the academic vocabulary of sequence. The interaction ends with the child drawing a prediction of what she thinks will happen to Eduardo, the main character.

Parent 1: [In Spanish]: Today, we are going to read a story about a character who is going to school for the first time. Are you ready to start kindergarten next year? Yes?

Child: [In Spanish] Yes.

Parent 1: [In Spanish] Are you excited? All right, let's find out what this story is about, what details are there. We are going to ask questions like, what is going on? Who are the characters? While we are reading, I will be asking you questions, and you are going to answer as best as you can. "On Monday, Eduardo was going to school for the first time. 'Are you ready Eduardo?' asked his father." What do you think his answer will be?

Child: [In Spanish] Uh, no.

Parent 1: [In Spanish] No? You don't think he's ready?

Child: [In Spanish] No

Parent 1: What makes you think he's not ready?

Child: [In Spanish] He is in bed.

Parent 1: [In Spanish] Is it because he's still in bed? He's not ready.

Child: [In Spanish] He is not ready.

Parent: [In Spanish] Where are they?

Child: [In Spanish] In the car.

Parent: [In Spanish] They're in the car. Where are they going?

Child: [In Spanish] To the school.

Parent: [In Spanish] Mother, Father and Eduardo are in the car and they are on their way to school. Who is happy and busy?

Child: [In Spanish] The friends.

Parent: [In Spanish] The friends from school. But Eduardo did not want to be happy and busy.

Child: [In Spanish] He didn't want to be in school.

Parent: [In Spanish] No, he didn't want to go to school. Eduardo wanted to go home. Why do you think that he doesn't want to go to school?

Child: [In Spanish] Because he loves mother and father.

Parent: [In Spanish] He loves mother and father? What do you think is going to happen?

Child: [In Spanish] He is going to cry.

Parent: [In Spanish] Is he going to cry? Do you think Eduardo is going to cry? Let's find out what happens. On Thursday, he went into the wrong bathroom. Oh no, said the girls.

Child: [In Spanish] He's crying.

Parent: [In Spanish] Just as your predicted. He's crying now. Do you remember what happened at the beginning of the story?

Child: [In Spanish] No.

Parent: [In Spanish] At the beginning – what happened first? Let's see. In the beginning...

Child: [In Spanish] He's not ready.

Parent: [In Spanish] He's not ready to go. What happened in the middle? In the middle, what happened? Where did they go?

Child: [In Spanish] To school.

Parent: [In Spanish] In the middle, they went to school.

Child: [In Spanish] But he does not want to do school.

Parent: [In Spanish] And what happened in the end?

Child: [In Spanish] He's going to eat the soup.

Parent: [In Spanish] Is he going to play with bunny that he makes soup?

Child: [In Spanish] Yes.

Parent: Are you ready for school? Are you ready for Kindergarten?

Child: [In Spanish] Yes.

Parent: [In Spanish] What is the name of the main character?

Child: [In Spanish] Eduardo

Parent: [In Spanish] Eduardo. Thank you for remembering the name of the main character. And at the beginning of the story, Evani, what happened? Do you remember?

Child: [In Spanish] Yes

Parent: [In Spanish] What happened?

Child: [In Spanish] He wasn't ready.

Parent: [In Spanish] Eduardo wasn't ready?

Child: [In Spanish] No.

Parent: Eduardo wasn't ready to....?

Child: [In Spanish] School

Parent: [In Spanish] ...to go to school. Eduardo wasn't ready to go to school. What happened in the end?

Child: [In Spanish] He was not ready?

Parent: [In Spanish] In the end, Eduardo was not ready to...go to school. If they give him more time...if his mother and father will give him more time, what do you think will happen?

Child: [In Spanish] He is very happy.

Parent: [In Spanish] Can you draw a picture of what you think is going to happen? If mother and father give Eduardo more time, he will be happier. Can you draw a picture for me?

Child: [In Spanish] Yes

Parent: [In Spanish] Remember to use details from the story. You said I think he is going to be happy at his house. What do you think about your first day of school? How are you going to feel on your first day of school?

Child: [In Spanish] Good.

Parent: [In Spanish] Are you going to be ready?

Child: [In Spanish] No.

Parent: [In Spanish] You are not going to be ready? Why not?

Child: [In Spanish] Because I'm going to do this. Zzzzzz Zzzzzz

Parent: [In Spanish] You are going to be sleepy? Then we have to make sure you go to bed early the night before. I think so. You will be all ready for your first day of school.

Narrator: This next video clip features an educator engaging her transitional kindergarten class of diverse learners in two different content area lessons, both focused on teaching a small set of sequential vocabulary words. In the first lesson, the teacher guides students to retell a brief text in sequential order, and in the second lesson, the students follow sequential instructions while making an art project. The lessons include two of the recommendations from the EL practice guide, teaching a set of academic vocabulary words intensively across several days

using a variety of instructional activities, and integrating oral and written English language instruction into content area teaching.

Teacher: So these words are the words that we use when we do things in order, and it's called, they're called sequential words. Does anybody remember what this word is?

Students: First.

Teacher: Good. This word is first, meaning it's the very first thing we're going to do. What about this word? After first said, what do we do?

Students: Next.

Teacher: Next! This word is next. After next we have the word...

Teacher & Students: Then.

Teacher: And then?

Teacher and Students: Last.

Teacher: Excellent job. So, we're going to talk about a little story today and we are going to put some phrases in order to make sentences of first, next, then, and last. Okay, so first of all, I want you to look at this picture. Her name is Mona. Mona is going to the beach, and if you notice, there's a number one, a number two, and a number three. This shows what she did at the beach. Okay, so in the first picture, Mona is playing in the sand.

In the second picture, Mona is building a sandcastle, and in the third picture, Mona is eating up popsicle or an ice cream. When she was at the beach, what did Mona do? Don't say it out loud though, keep it in your head. What did she do first?

Teacher and students: Play in the sand!

Teacher: First, she played in the sand. We're going to read these in a minute and we're going to read the whole story.

Teacher and Students: Mona went to the beach. First, she played in the sand. Next, she built a sandcastle. Last, she ate a popsicle. She had fun. Well today, you are going to make your very own Mr. Seahorse. So, we're going to use these same sequential words to make our Mr. Seahorse. Okay?

Student: Okay.

Teacher: So, let's read our sequential words because you guys are becoming good readers already. You're going to see what we're going to do first, then, next and last to make our

seahorse. First, you're going to glue Mr. Seahorse's head to his paper plate body. Okay? You're going to do that first. Okay? So first we're going to glue on his?

Students: Head!

Teacher: Next, we're going to glue on his?

Teacher and Students: Fins!

Teacher: Or spikes. Then we're going to?

Students: Paint!

Teacher: Paint with glue. Last, we're going to stick on all the little colored tissue papers to make his colorful body. What are we going to do first?

Student 1: Stick on the head.

Teacher: Okay. What are we doing first?

Student 2: Stick in his hair.

Student 3: First, I glue my head, um, next I glue the fins, next, then I paint the glue, next then I stick it in. Now mine's awesome.

Narrator: Following the classroom art lesson on creating a seahorse, the teacher sent home a second FCA making a meal together. Her purpose was to extend the student's use of academic vocabulary and integrate oral and written language instruction in a different setting as they engage in an everyday activity speaking in English or their home language. In this clip, a mother and son first discuss the importance of eating healthy foods. Then, they make a smoothie together by following the sequential steps of a recipe. The mother has written out the recipe and is helping her son to connect oral and written language as she asks him to point to the words on the recipe while she reads.

Parent 2: [In Spanish] Hey Samuel. Do you like fruit?

Child 2: [In Spanish] Yes, because it has vitamins.

Parent 2: [In Spanish] And it makes you very, very what?

Child 2: [In Spanish] Very healthy.

Parent 2: [In Spanish] Very healthy and very stro-?

Child 2: [In Spanish] Very strong.

Parent 2: [In Spanish] Very strong. What did you plan for us to do today?

Child 2: [In Spanish] We are going to use these ingredients to make a smoothie.

Parent 2: [In Spanish] Wow. What ingredients do we have? We have a list. Can you show them where the list of ingredients is? Yes? Point to each one son. Banana.

Child 2: [In Spanish] Banana. Blueberries and...

Parent 2: [In Spanish] Oatmeal.

Child 2: [In Spanish] Oatmeal and water.

Parent 2: [In Spanish] Milk.

Child 2: [In Spanish] Milk.

Parent 2: [In Spanish] One cup of water.

Child 2: [In Spanish] One cup of water and condensed milk.

Parent 2: [In Spanish] No, one teaspoon of honey.

Child 2: [In Spanish] Yes.

Parent 2: [In Spanish] Let's see. What's the first thing we are going to do? We are going to...

Child 2: [In Spanish] ...to cut up the fruit, then we have to peel it.

Parent 2: [In Spanish] First?

Child 2: [In Spanish] First, we have to peel. Done.

Parent 2: [In Spanish] Next...

Child 2: [In Spanish] Next...

Parent 2: [In Spanish] We are going to place all the ingre...

Child 2: [In Spanish] Ingredients.

Parent 2: [In Spanish] Now?

Child 2: [In Spanish] Next, we put the blueberries in.

Parent 2: [In Spanish] Next?

Child 2: [In Spanish] Next?

Parent 2: [In Spanish] We are going to add-? Yes. Please put them in there, son. Very good. Now we need the-

Child 2: [In Spanish] The milk.

Parent 2: [In Spanish] Finally, we add –

Child 2: [In Spanish] The water.

Parent 2: [In Spanish] And?

Child 2: [In Spanish] And finally the – the honey.

Parent 2: [In Spanish] Do you want to taste the honey?

Child 2: [In Spanish] Yes.

Parent 2: [In Spanish] Finally we are going to...

Child 2: [In Spanish] To blend it.

Parent 2: [In Spanish] To blend it. But, who is allowed to touch the blender?

Child 2: [In Spanish] Mommy.

Parent 2: [In Spanish] Cheers. Does it taste good? Let's try it. It's delicious. Mmmm. Why is it good to cook son? That's because the food that we prepare...

Child 2:... [In Spanish] is good.

Narrator: These family videos show different ways to have fun and prepare for and extend classroom lessons by using the FCAs. Consistent with the recommendations in the practice guide, these families strengthened oral language through discussion of content, using language supports from classroom instruction and the FCAs, supported acquisition of academic vocabulary in the home language, and deepened understanding of concepts of print by connecting oral language to printed words. The FCAs are designed to be used independently by families and require few materials. Though teachers might choose to send home additional materials or instructions to increase accessibility for families and for particular learners. For the asking and answering questions about a story FCA, this teacher made simple books in Spanish and English available for families to borrow at back-to-school night to ensure they had the materials they needed for the FCA. This FCA can be used with any level of text.

The asking and answering questions about a story and making a meal together FCAs could be used with elementary age children of any English language proficiency level. Both of the activities, especially if used with older students, could be followed with an age-appropriate

writing task. The FCAs give families ideas, language supports, and freedom to engage with their children in ways that support oral and written language development and make learning fun. For more information about the FCAs and how to use them, download the Educators Guide. It has general tips for making the most of the FCAs and an overview of how the activities help scaffold language and literacy development across the content areas. Families and caregivers can use the FCAs separate from anything you might do in the classroom. Making connections between classroom instruction and these activities helps families and caregivers feel more engaged in their children's education and gives children a boost as well. To access the FCAs, the Educators Guide, and all the supporting materials, including an overview webinar archive, and the other two videos in this series, visit our FCA homepage. Thanks for watching. Salud and the other two videos in this series, visit our FCA homepage. Thanks for watching. Salud.