

The Personalized Oral Language Learning (POLL) Strategies

Teaching Young Children /
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Many Languages, One
Classroom: Supporting
Children in Superdiverse
Settings

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Instructional supports

- Anchor text:
- Intentional message:
- Vocabulary imprinting:
- Visual cues/gestures:
- Songs/chants:
- Center extensions:

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A picture book, selected intentionally and used repetitively to foster vocabulary and concept development.

Choose 3–5 key vocabulary words from a picture book to introduce throughout the week. Learning these key words in children's home languages before reading the book in class will help build the comprehension connection.

With dual language learners, read the text and in small groups before introducing it to the whole class.

Implement reading strategies with DLLs (e.g., *dialogic reading*—a read-aloud that includes brief interactions between the teacher and the children), one-on-one or in small groups

Anchor text: picture book, selected intentionally and used repetitively to foster vocabulary and concept development.

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Intentional message: A written message, with embedded content vocabulary, that sets the purpose of each lesson, and is on display where children can see it and refer to it.

Be The message can be prewritten or cowritten with the children.

Time Example: During circle time: "Welcome, friends! I am happy to see you. I like to sing. What do you like to do?"

Time During math time: "Today we will be mathematicians and explore which group of blocks has more."

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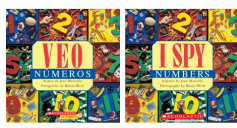
Vocabulary imprinting: use of photographs, images, and word walls to introduce new concepts and vocabulary and deepen comprehension.

Visual cues/gestures:

Example: Photographs with labels, recipes, magazine cutouts, children's photos or drawings from home, vocabulary walls, cognate walls

Physical movements, repeated to imprint meaning as specific content vocabulary is introduced.

Example: Choose movements/gestures for a few key words only, and repeatedly use these gestures throughout the day and week so that children begin to link the gestures with words and concepts. For example, with the key word *explore*, the gesture could be to extend a flat hand up to your eyebrows and look back and forth.



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Songs/chants: Content vocabulary woven into familiar songs and chants to encourage repetition.

 *Example:* The "More" chant.
Key vocabulary: More, greater, bigger, few, less.

 *More means greater and greater means more. More is bigger than ever before! More is many while few is less. More is a lot—no need to guess!*

 *More means greater and greater means more. More is bigger than ever before!*

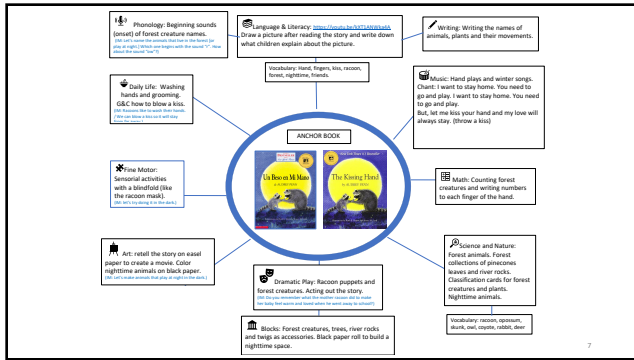
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Center extensions: Planned center-based opportunities for independent or small group practice.

Example: After teaching a math lesson using bear counters and work mats, place these materials in the math center to allow children time and space to explore concepts on their own and collaboratively. This encourages practice and repetition, while fostering problem solving, interaction, and rich discussion

Routine Activities: Name the parts of the new exercise in the group time and explain the purpose. Provide 1x1 Lessons but allow up to 2 quiet observers if interest is high.

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Personalized Oral Language Learning (POLL) Strategies

- Connect your routines to the ANCHOR book
- Connect all areas of learning to the ANCHOR book
- Introduce the book in the home language first if possible. Maybe face time a parent if you do not read their language or upload a youtube video.
- Read the book to children in their home language to allow them to understand the content BUT DO NOT TRANSLATE as you are reading. Read in one language & later in the language of instruction. This allows the child to follow along and comment even when they do not recognize every word.
- Send a link to parents of the video of the read aloud book in both languages if available
- Share videos and photos of children with the words that match their actions, the name of the materials, and their accomplishments in meeting expectations.

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Creating Environments That Include Children's Home Languages and Cultures

Physical environments in early childhood settings should reflect and include all children's home languages and cultures.

What can I do?	What are some examples of this?	Why should I do it? It...
Use environmental print (labels, signs, posters) in the children's home languages, as well as in English, as appropriate.	• Add labels to enhance the print environment of the classroom, but make sure they do not overwhelm it. • If the children speak several languages, carefully use environmental print in home languages. For example, use a different color for each language. Place phonetic spellings (hints about how to pronounce the language) next to labels so teachers can pronounce the words correctly. • Translate such words as "welcome" into all languages.	• Demonstrates respect for children's and families' home languages • Helps children make connections between English and their home languages • Helps children and families understand what is happening in the classroom

Planned Language Approach (PLA)

*Good Morning
Buenos Dias
Buenos Dias
Buenos Dias
Buenos Dias*

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Bring materials from the children's home cultures into the classroom.



- Ask families for suggestions of toys and objects that babies or toddlers enjoy.
- Ask families to help you gather familiar magazines, photos, menus, props, music, plants, clean and empty boxes of food, and other objects to include in the classroom.
 - Integrate these materials into your centers and dramatic play areas.
 - Use these materials during classroom activities, including playing music, looking at pictures as visual examples of *new words, actions or ideas*.

- Demonstrates respect for children's and families' cultures and traditions
- Helps children who are dual language learners to feel more included in the classroom
- Supports language and literacy learning by building on children's background knowledge



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Cultural guides and home language models are individuals who can help to make children and families feel accepted and welcome as they adjust to new environments.

Cultural guides

- ▶ share a cultural heritage with one or more children,
- ▶ have origins in the same region as one or more children, and
- ▶ feel comfortable sharing their cultural knowledge with teachers and children.

Home language models

- ▶ speak the same home language and regional dialect as one or more children,
- ▶ are usually native speakers of the language, and
- ▶ have training in how to model their home language for children.



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- To learn more about dual language learning and the POLL strategies, go to my website (note the spelling) GlasSliper.com
- You will find links to the research articles and Head Start documents referring to the latest studies on supporting dual language/ multilanguage learners.
- I also have a section dedicated to Extreme Hygiene 2020
- If you have examples to share with others, please email me so I can share them on my website for the ECE workforce
- Director@glassliper.com

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