Early language and literacy development among young ELL

The impact on later reading and writing achievement K-12 and beyond

(c) Hetty Roessingh, PhD - hroessin@ucalgary.ca
Purpose

To report on the preliminary findings of a two staged empirical study on the language and literacy development of young ELL

To provide an overview of the dual language book project, an intervention aimed at providing more balanced early language and literacy instruction for young ELL
What We Know

Young ELL have distinct strengths in early language and literacy acquisition. These include:

- Phonemic awareness skills
- Communicative skills (BICS)
- Phonics knowledge

Young ELL face distinct challenges in early language and literacy acquisition. These include:

- Misunderstanding on the part of their teachers and parents of the ease with which they acquire early language and literacy
- Vocabulary – Vocabulary – Vocabulary

This profile of learner is increasing in large urban school districts.
Research Questions

The broad question that frames this inquiry is:

• What is the trajectory of early literacy development among young ELL, and what is the role of vocabulary knowledge that can account for the slope of the trajectory as literacy unfolds in the K-5 (aged 5-10) population?

• How can this information be used to restructure the early literacy curriculum so that it is more balanced, culturally respectful, and personally meaningful for youngsters?
Oral Vocabulary of Children

- Typical five year olds will know about 5,000 words.
- They have heard these words from their caregivers tens of thousands of times.
- The first 250 words account for 80% of what youngsters say.
- However, children must understand 95% of the language around them in order to make meaning.
- We cannot neglect the role of low frequency vocabulary and the need for children to grow a large vocabulary, mostly through instructed support and interventions.

<table>
<thead>
<tr>
<th>Frequency level</th>
<th>Coverage %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 250 words:</td>
<td>78 – 80%</td>
<td>78 – 80% of words spoken</td>
</tr>
<tr>
<td>Second 250 words: (500 words)</td>
<td>5 – 7%</td>
<td>85% of words spoken</td>
</tr>
<tr>
<td>Third 250 words: (750 words)</td>
<td>2 – 4 %</td>
<td>87 – 89% of words spoken</td>
</tr>
<tr>
<td>Fourth 250 words: (1000 words)</td>
<td>2 – 3%</td>
<td>91 – 92% of words spoken</td>
</tr>
<tr>
<td>Next 1500 words: (2500 words)</td>
<td>Only 8%</td>
<td>100 % of words spoken</td>
</tr>
</tbody>
</table>
Stage One

A look at Gates-MacGinitie Vocabulary Scores

Note:
The differences between Canadian born and immigrant children are visible. All three cohort groups are similar in the early stages of the trajectory to ages six to eight. A gap then begins to appear at age ten and widens to age twelve.
Stage One

A look at Gates-MacGinitie Reading Scores

Mean Grade Equivalent Reading Scores by Age and Immigration Status

Note:
The trend is especially evident in reading. These children do not have the critical mass of vocabulary to transition from learning to read to reading to learn.

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## Stage One

A look at Gates-MacGinitie Vocabulary and Reading Scores

<table>
<thead>
<tr>
<th>Age</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>Reading</th>
<th>Vocabulary</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.6 - 7.0</td>
<td>2.12</td>
<td>2.09</td>
<td>1.60</td>
<td>1.74</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>7.1 - 7.5</td>
<td>2.23</td>
<td>2.21</td>
<td>2.06</td>
<td>1.95</td>
<td>1.83</td>
<td>1.87</td>
</tr>
<tr>
<td>7.6 - 8.0</td>
<td>2.70</td>
<td>2.68</td>
<td>2.29</td>
<td>2.24</td>
<td>1.96</td>
<td>1.97</td>
</tr>
<tr>
<td>8.1 - 8.5</td>
<td>2.87</td>
<td>2.81</td>
<td>2.55</td>
<td>2.61</td>
<td>2.18</td>
<td>2.08</td>
</tr>
<tr>
<td>8.6 - 9.0</td>
<td>3.42</td>
<td>3.55</td>
<td>2.88</td>
<td>2.80</td>
<td>2.40</td>
<td>2.31</td>
</tr>
<tr>
<td>9.1 - 9.5</td>
<td>3.57</td>
<td>3.59</td>
<td>3.29</td>
<td>3.36</td>
<td>2.87</td>
<td>3.06</td>
</tr>
<tr>
<td>9.6 - 10.0</td>
<td>4.37</td>
<td>4.57</td>
<td>3.71</td>
<td>3.95</td>
<td>3.12</td>
<td>3.56</td>
</tr>
<tr>
<td>10.1 - 10.5</td>
<td>4.69</td>
<td>5.06</td>
<td>3.78</td>
<td>3.76</td>
<td>3.70</td>
<td>4.27</td>
</tr>
<tr>
<td>10.6 - 11.0</td>
<td>5.22</td>
<td>5.68</td>
<td>3.71</td>
<td>3.62</td>
<td>3.73</td>
<td>4.12</td>
</tr>
<tr>
<td>11.1 - 11.5</td>
<td>4.94</td>
<td>5.71</td>
<td>3.90</td>
<td>4.53</td>
<td>4.87</td>
<td>4.83</td>
</tr>
<tr>
<td>11.6 - 12.0</td>
<td>5.94</td>
<td>7.06</td>
<td>4.65</td>
<td>4.00</td>
<td>3.73</td>
<td>3.74</td>
</tr>
<tr>
<td>12.1+</td>
<td>6.01</td>
<td>5.55</td>
<td>5.30</td>
<td>4.40</td>
<td>4.22</td>
<td>4.18</td>
</tr>
</tbody>
</table>

Note: By age 11 (beginning Grade 6) all three cohort groups are well below grade in both vocabulary and reading comprehension.
Stage Two

Measuring early literacy and language development: A comparison of NS (n=25) and ELL (n=65)

Instruments

1. Get Ready to Read Literacy Screen
   - www.getreadytoread.org
   - Measures three domains of emergent literacy (literacy concepts, letter recognition, phonics) and then generates a total score out of 20.

2. Narrative Data
   - Story telling task from a wordless picture book prompt
   - A Boy, a Dog and a Frog
   - data are transcribed and profiled using the Lexical Tutor Tool for Kids
   - www.lextutor.ca/vp/kids
A Boy, a Dog, and a Frog by Mercer Mayer (1967)
Input mode A

Text: 3000 words Title: Boy, Dog & Frog aged 5 - Emma

He tries to catch a frog. He sees a pond. Then, he sees a frog and he wants to catch it. And then the boy wants to catch the frog but he trips and he ends up in the water. Flop! So does his doggie. And the little boy says, 'riff-raff!' and the frog says, 'ribbit, ribbit.' And then the boy tries to catch the frog. 'Ribbit, ribbit.' And then he sees the frog and the frog goes, 'ribbit, ribbit, ribbit.' Then the boy is going to catch him again. And the dog is swimming away. 'Woof, woof, woof.' He doesn't see the frog. He's going to catch him in his net. And he ends up catching the dog, and the frog goes over board. And the frog quietly creeps away. He's angry. And the boy wants to get that frog. But he can't. He thinks he's going to hop on the lily pad. So he gives up. He is leaving the frog. He follows the trail. The trail goes to the house. He finds the boy in the bath tub with the dog at the end of the hallway, and he's so happy to see the frog. The end. And from now on he'll take care of him.

Input mode B

Upload larger text files (To max 1.5 MB, depends on traffic, processor, etc)

1. [Submit file]

Boy-Dog-Frog story PDF: S1yr.11me | S2yr.6me | S3yr.8me | S4yr.4me | Highlight Count Submit window

Exceptions: Words to recategorize as 1k (e.g. proper nouns, [DBL-click in textarea items]) | Shared by both input modes

None

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### VP-KIDS OUTPUT FOR FILE: Boy, Dog & Frog 5 yrs

Stoplist (proper as etc. dropped): none (total 0 tokens)

**Notes:** In the output text, punctuation is eliminated, all figures (1, 30, etc.) are replaced by the word number, contractions are replaced by constituent words (won't, will not); type-token ratio is calculated using said constituents, and in the 1k sub-analysis context + function words may sum to less than total (depending on user treatment of prepositions and program decision to class numbers as 1k, although not contained in 1k list).

<table>
<thead>
<tr>
<th>Freq Level</th>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Coverage, Cum%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kid250 - 1:</td>
<td>43</td>
<td>50</td>
<td>171</td>
<td>79.53% 79.53%</td>
</tr>
<tr>
<td>Kid250 - 2:</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>1.40%  80.93%</td>
</tr>
<tr>
<td>Kid250 - 3:</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2.33%  83.26%</td>
</tr>
<tr>
<td>Kid250 - 4:</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>6.05%  89.31%</td>
</tr>
<tr>
<td>Kid250 - 5:</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1.86%  91.17%</td>
</tr>
<tr>
<td>Kid250 - 6:</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1.40%  92.57%</td>
</tr>
<tr>
<td>Kid250 - 7:</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.47%  93.04%</td>
</tr>
<tr>
<td>Kid250 - 8:</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0.93%  93.97%</td>
</tr>
<tr>
<td>Kid250 - 9:</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.47%  94.44%</td>
</tr>
<tr>
<td>Kid250 - 10:</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.47%  94.91%</td>
</tr>
</tbody>
</table>

**Off-List known:**
- Total: 63+?
- Types: 74
- Families: 215
- Tokens per family: 3.24
- Tokens per family: 100%

**Off-List unknown:**
- Total: 63+?
- Types: 74
- Families: 215
- Tokens per family: 3.24
- Tokens per family: 100%

**Words in text (tokens):** 215
**Different words (types):** 74
**Type-token ratio:** 0.34
**Tokens per type:** 2.91

---

**Integral text:** he tries to catch a frog he sees a pond then he sees a frog and he wants to catch it and then the boy wants to catch the frog but he trips and he ends up in the water plop so does his doggie and the little boy says rrrrrr and the frog says ribbit and then the boy tries to catch the frog ribbit ribbit and then he sees the frog and the frog goes ribbit ribbit ribbit then the boy is going to catch him again and the dog is swimming away woof woof woof he does not see the frog he is going to catch him in his net and he ends up catching the dog and the frog goes over board and the frog quietly creeps away he is angry and the boy wants to get that frog but he can not he thinks he is going to hop on theilly pad so he gives up he is leaving the frog he follows the trail the trail goes to the house he finds the boy in the bath tub with the dog at the end of the hallway and he is so happy to see the frog the end and from now on he will take care of him.
A boy, fishing. A dog. What does this do? He's got his dog with him. He's going to fish. A frog. He falls... he wants to get it... and he falls in. And his dog falls, too. He falls. A tree was down and he fell on it and he then got water on himself. He falls and he's trying to get out and his dog got soaked and wet. And then he got mad. He's slow and trying to get it and then he didn't get it. He got mad. He tried to catch it. He told his dog to go over there, and he was looking and he's trying to get it now and the dog came from there. He got it. He got his dog in the net... so upset. He's holding his dog in the net and the frog is trying to hide. He says, 'Come here!' and his dog is still in the net. And then they walked away. No... bad. He's going away... he's upset. He's going to another puddle. He feels bad. He goes to another place. He's going to follow the footsteps to his house. He saw the net. To his home, all the way upstairs. He took a bath and... who's this? And then the frog... he came there. He took a bath with him. He took a bath with him... he saw the frog and then he jumped in and took a bath with them. And he's happy now.
Note: Both profiles reflect approximately the same total number of words and the same NDW. The important distinction lies in the overdependence of the ELL learner on the Band 1 words. The NS is on the 99th percentile. The ELL learner is on the 6th percentile on the English EOWPVT. The first two measures of lexical diversity mask the real issue of lexical richness, which is the key variable.
Stage Two Findings

No significant differences between ELL and NS on the Get Ready to Read measures.

ELL appear to acquire early literacy concepts and skills with apparent ease. The trend is linear, meaning that with age, both ELL and NS develop or mature with their early literacy concepts and skills.

Note, however, these early strengths wash out as seen in the Gates-MacGinitie scores. The concern relates to the ELL children’s vocabulary knowledge.

The vocabulary profiles of ELL and NS are distinctly different, indicating a significant shortfall on vocabulary knowledge use among ELL.

The following charts illustrate these data.
Stage Two Findings

Estimated Marginal Means of Total: GRR

Note:
No significant differences on Get Ready to Read concepts and skills. All scores are in the strong to very strong range. By age 72 – 76 months the scores plateau, as would be expected as children mature and move into Grade 1.
## Stage Two Findings

### Summary of Boy, Dog & Frog narrative output

<table>
<thead>
<tr>
<th>Language group:</th>
<th>Total words:</th>
<th>NDW:</th>
<th>Type-token ratio:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL: n=65 children</td>
<td>Mean: 252.85 words&lt;br&gt;Std. deviation: 119.916</td>
<td>Mean: 78.22&lt;br&gt;Std. deviation: 24.315</td>
<td>Mean: .3308&lt;br&gt;Std. deviation: .06268</td>
</tr>
<tr>
<td>NS: n=25 children</td>
<td>Mean: 242 words&lt;br&gt;Std. deviation: 57.532</td>
<td>Mean: 84.32&lt;br&gt;Std. deviation: 15.443</td>
<td>Mean: .3548&lt;br&gt;Std. deviation: .04779</td>
</tr>
<tr>
<td>Total: N= 90 children</td>
<td>Mean: 249.83&lt;br&gt;Std. deviation: 106.099</td>
<td>Mean: 79.91&lt;br&gt;Std. deviation: 22.294</td>
<td>Mean: .3374&lt;br&gt;Std. deviation: .05965</td>
</tr>
</tbody>
</table>

Note:
No significant differences on total number of words, number of different words and type to token ratio.
Stage Two Findings

Estimated Marginal Means of band1pct

- Lang.group
  - ELL
  - NS

Note:
Visible gap in the use of high frequency words between ELL and NS. These data correspond to those recorded in the cumulative frequency table based on Murphy’s 1957 study.
The EOWPVT, unlike the GRR measure, taps children’s vocabulary knowledge. Clearly ELL children recognize many fewer English words than NS children of the same age.
Expressive One Word Picture Vocabulary Test Findings

_means on the Expressive One Word Picture Vocabulary Test (EOWPVT) by Age and Language Background_

<table>
<thead>
<tr>
<th></th>
<th>ELL</th>
<th></th>
<th></th>
<th>NS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>Up to 71 months</td>
<td>23.12</td>
<td>25.21</td>
<td>121</td>
<td>79.55</td>
<td>17.86</td>
<td>11</td>
</tr>
<tr>
<td>71 months &amp; more</td>
<td>15.95</td>
<td>21.43</td>
<td>19</td>
<td>81.80</td>
<td>16.39</td>
<td>15</td>
</tr>
</tbody>
</table>

_mean percentile scores on the EOWPVT by age and Language_

Language Background
- - - ELL
- - - NS

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Both groups used fewer Band 1 words in the second year, while ELL used a higher percentage of Band 1 words than NS in both years.
How do NS acquire and learn so much vocabulary?

• 45 million words of caregiver talk by age 3 (to create a base of 1200 words)
• Interacting with native speakers and native speaking friends at school
• Interacting with adults
• Family literacy practices (magazines, newspapers, books)
• Read, read, read, read and being read to
• Life experience, travel, games and field trips (zoo, museums, library)
• Clubs, hobbies and extra curricular activities
• World knowledge = word knowledge
• Good television programming (and videos) often with an adult
• Meta cognitive awareness and learning strategies
Some Features of ELL Communication Strategies

• ELL are talkative and use about the same number of different words as NS.
• To make meaning ELL:
  • Use gestures (pull faces, point)
  • Circumlocution, e.g. He makes a big sad face (for frown)
  • Repeat to amplify meaning, e.g. he’s mad, mad, mad (for angry)
• Teachers and parents are often unable to recognize the vocabulary shortfall because the message is being conveyed and teachers work toward negotiating meaning.
• This may be a disservice to our ELL.
• Are we unwittingly entering a relationship of benign neglect?
Implications

• The K-12 literacy program needs to teach basic literacy skills and concepts in contexts where vocabulary development is also supported.
• ELL have the need to acquire thousands of new words they do not have.
• These need to be taught directly in contexts that are personally and culturally relevant and fun.
• These children need to engage in word play, to take risks with language, and to develop the dispositions of discovery, curiosity, imagination, and creativity.
• Small group work, and a low ratio of children to adults are needed to provide the input and challenge to move these children ahead.
• We need to explore the potential of technologies such as the internet, SMART boards, and chat rooms to motivate children and to support their language learning after school hours.
• We need to invite parents to think about their family literacy practices.
• In Grade 1 curricular integration becomes important.
• . . . and yet . . . the gap seems to widen.
12 Years Later?

Comparison of NS & NNES Vocabulary Profiles - 1st Year University

<table>
<thead>
<tr>
<th></th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1-K2</td>
<td>84.68</td>
</tr>
<tr>
<td>AWL</td>
<td>7.24</td>
</tr>
<tr>
<td>Off List</td>
<td>6.18</td>
</tr>
<tr>
<td>NS</td>
<td>87.89</td>
</tr>
<tr>
<td>NNES</td>
<td>6.48</td>
</tr>
<tr>
<td></td>
<td>3.98</td>
</tr>
</tbody>
</table>

Scott Douglas, 2009
12 Years Later?

Comparison of Vocabulary Profiles - BNC-20

Scott Douglas, 2009

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A Dual Language Book Project

Family Treasures and Grandma’s Soup

We know that youngsters learning a second language have many oral language strengths needed for early literacy development. They have an acuity for sounds, for example, and they know that sounds carry meaning in the shape of words. They develop a core vocabulary of here and now words to satisfy their immediate communication needs quite quickly. And they seem to make the connection from sound to letter recognition quite easily. These are all important early literacy concepts and skills that are necessary for children to learn to ‘decode’.

In the long run, though, these children need to ‘grow’ a bigger vocabulary so that they will enjoy success in the later school years when reading comprehension becomes dependent on word knowledge that is taken from text books. We want to build a better foundation. We think this work can get an early start — in kindergarten. The dual language book project is supported by the following ideas:

1. We want to involve the family and especially the parents in telling their children family stories that are interesting and that will expand or ‘stretch’ their mother tongue vocabulary.
Family Treasures 2009
A dual language book project for ELL in kindergarten
http://homepages.ucalgary.ca/~hroessin

Questions
What principles of second language learning (L2) and early literacy development are salient for the design and development of curriculum and materials for young English language learners (ELL) that will emphasize vocabulary development?
How can these principles be applied to the kindergarten classroom?
What potential uses of technology are available for supporting and accelerating language growth among ELL?

Principles for Language & Early Literacy
- Listening, speaking, reading and writing must be taught synchronously and in context.
- Direct, explicit instruction in vocabulary is important for ELL.
- Vocabulary instruction must not come at the expense of instruction in phonemic awareness, phonics, print knowledge, word recognition and other skills and concepts associated with success in emergent literacy development.
- Children build on what they already know. We want to activate this background knowledge and take the children forward from where they are.
- Children need to make connections and learn vocabulary as part of semantic fields.
- Make the link to realia, images, concrete objects or artefacts to provide a tangible focus for naming, describing, telling and retelling, and personal and cultural relevance.
- Involve the families and make the connection to family literacy practices, especially story telling.
- Story telling is a comfortable link between oracy and literacy. All cultures tell stories as a way of transmitting important cultural information and traditions, and engages parents as the first teachers of the next generation in a shared activity that has deep meaning and purpose.
- Explicit the first language for its transfer potential to learning English. Even among young children, this is possible.
- Adult input is especially important to ELL. Reducing the pupil-teacher ration, and working in small groups to develop relationships, to mediate, model, and engage our young learners is key to their vocabulary development.
- Modified guided reading allows for attention to vocabulary meaning, and higher order questions that promote thinking skills and strategies.
- Children need opportunities to repeat the same story again and again to explore and retain meaning and to make the link to their personal lives.
- Most of all, vocabulary acquisition and emergent literacy development must promote a sense of inquiry, discovery, imagination, wonder and joy in learning. We want to encourage word play, and make a lot of fun out of the hard work of learning to read for ELL.

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with Master of Teaching Students
Studies in Pedagogy & Schooling—ELL Winter 2009
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Family Treasures
An emergent literacy and language dual language book project for Kindergarten

Acknowledgements

Thanks to the Airdrie Language Charter Academy. Specifically, thanks to the Superintendent Dr Pierre DePoe, the Principal Mr. John E. Reiff and the kindergarten teachers in the yellow and green rooms: Mrs. Lowson and Mrs. Hootman.

This dual language book project is partially funded by SCRD grant #110-2006-2030

Poem

Prayer Song

You can wear the cape as a cloak. I'm going to be a lady. I want her end yellow to turn, because it is going to my feet by

About The Author

My name is Batul
I was born in Canada
My family comes from Canada
I speak these languages: English and Arabic
I like to eat fruit
My favorite food is pumpkin pie

(c) Hetty Roessingh, PhD - hroessin@ucalgary.ca
**Principles for Teaching and Learning**

1. **Provide scaffolds as a temporary support**... Model, templates, frames.
2. **Authenticity in curriculum**... Real language for a real purpose/raison for using real stuff!
3. **Resourcing**... Students need to hear, read, write and say words many times before they are personalized, internalized and love meaning.
4. **Centrally located, vocabulary and grammar are presented and taught in contexts that provide meaning**.
5. **Spaced... turn up the academic heat gently within the context of the thematic study**.
6. **Provide interest and motivation... tap into what kids want to learn about**.
7. **Modified input... don’t demand but do target the ZPD (Zone of Proximal Development)**.
8. **Linked/sequenced... using learning tools feeds into the next one**.
9. **Activite BS... get a sense of where the students are at**.
10. Engaging... design learning tasks that actively involve students in manipulating, practicing/using the key concepts.
12. **More depth and less breadth... less is more**.
13. **Energize the 4 major skill areas (listening, writing, thinking, speaking)**.
14. **Heavy use of visual representations to mediate content and language demands**.
15. **Teach learning to learn strategies as a context**.
16. The role of direct explicit instruction.
17. **Modelling cultural information**.
18. **Concrete focus on language learning**.
19. **Look taking... atmosphere that is safe, fun and welcoming**.
20. **Encouragement and feedback is offered**.
21. **For beginners: rules, object based learning**.

**Link to Food Guide**

**Vegetable Riddles**

- انا مركب من النبات وعلي طرف من قشرة وطرف من فاكهة. أنا أعرف باللاتينية باسم (Sol)!
- أنا臘 مكون من النبات وعلي طرف من قشرة وطرف من فاكهة. أنا أعرف باللاتينية باسم (Lettuce)!
- أنا لطيف وذو طعم حلو، أنا ع지고 مقتني من النبات. أنا أعرف باللاتينية باسم (Green Peas)!
- أنا طازج وذو مذاق طازج، أنا مكون من النبات. أنا أعرف باللاتينية باسم (Broccoli)!
- أنا فاكهة طازجة وذو مذاق حلو، أنا مكون من النبات. أنا أعرف باللاتينية باسم (Apple)!

**Hetty Roessingh, PhD**

with Master of Teaching Students

Studies in Pedagogy & Schooling—ESL Winter 2009

Faculty of Education, University of Calgary

hroessin@ucalgary.ca
Grandma’s Soup
A thematic curricular integrated dual language book project for Grade 1

(c) Hetty Roessingh, PhD - hroessin@ucalgary.ca
Curricular Overview Grade 1: Alberta Education
http://education.alberta.ca/parents/resources/summaries.aspx

GRADE 1 AT-A-GLANCE

HEALTH AND LIFE SKILLS
- Health Choices: demonstrate positive hygiene and health care habits.
- Life Skills Choices: recognize and demonstrate various ways to express feelings.

ENGLISH LANGUAGE ARTS
- Comprehend various kinds of texts: write and tell brief narratives about own ideas and stories.
- Manage ideas and information: connect information from various texts, organize ideas into categories.

PHYSICAL EDUCATION
- Physical Health: experience cardio-respiratory activities.
- Social and Emotional Health: develop and apply age-appropriate skills in the dimensions of:
  - Alternative Environments, Dance, Individual Activities, Types of Gymnastics

SCIENCE
- Science: explore thoughts and ideas, make observations about activities and experiences depicted in text.
- Building Things: recognize at a glance arrangements of shapes and objects using one attribute.

SOCIAL STUDIES
- My World: Home, School and Community: display willingness to play cooperatively with others.
- Moving Forward with the Past: My Family, My History and My Community

MATHEMATICS
- Shape and Space: demonstrate an understanding of measurement.
- Early Math: recognize and work with whole numbers from 0 to 100.

ART
- Art: create and use elements of art and create and use elements of design.

MUSIC
- Music: read and write music symbols.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT): Students learn and apply ICT knowledge and skills while learning in content areas such as language arts, mathematics, science and social studies.
**Theme Title:** Grandma’s Soup: A Dual Language Book  
**Target Group:** Grade 1  
**Level:** High Beginner – Mid Year Project  
**Broad Goals:** To Develop Vocabulary in a personally & culturally meaningful context

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<th>Strategies</th>
<th>Language</th>
<th>Concepts</th>
<th>Material Content</th>
<th>Lesson Overview</th>
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</thead>
<tbody>
<tr>
<td>Categorizing/Grouping</td>
<td>Vocabulary</td>
<td>Science - the senses</td>
<td>Grandma’s Saturday Soup: Sally Fraser</td>
<td>1. Veggie Platter</td>
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<tr>
<td>Sequencing/Ordering</td>
<td>Color words</td>
<td>graphing, measuring tools</td>
<td>Teacher prepared workbooks</td>
<td>3. Class survey- food</td>
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<tr>
<td>Compare/Contrast</td>
<td>Adjectives for shape/size</td>
<td>(spoons, cups, timer)</td>
<td>tracking,</td>
<td>individual</td>
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<tr>
<td>Retell</td>
<td>Cooking verbs- chopping,</td>
<td>Social Studies- traditional</td>
<td>4. Tally/graph, class and individual</td>
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<td>slicing</td>
<td>&amp; ethnic cuisine</td>
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<td>Health- Canada’s Food</td>
<td>5. Canada Food Guide- choose what I like to eat</td>
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<td>Guide, healthy choices</td>
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<td>Lang Arts- story structure</td>
<td>6. Stone Soup poem and story</td>
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<td>Technology- Access and</td>
<td>7. Class Makes Stone Soup</td>
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<td>retrieve info, Process info</td>
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<td>from more than one source</td>
<td>8. LEA- Retelling of making soup, copy off the board</td>
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<td>to retell</td>
<td>9. Organize sentence strips</td>
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<td>10. Your soup story from home</td>
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</table>

**Core Objectives**

- Categorizing/Grouping
- Words in a continuum
- Sequencing/Ordering
- Compare/Contrast
- Retell

**Grammar**

- Yes/No questions with “Are you...?”
- Past tense verbs for LEA

**Function**

- Asking questions, describing, retelling

**Learning Tasks**

- Following directions for making soup
- Generating clues for a puzzle
- Story telling- beginning, middle, end
- “wh” questions
- Compare/contrast
- Sequencing story strips
- Graphing food intake for the week

**Assessment Strategies**

- Can children copy from the board accurately and within a reasonable time?
- Can children write a story from a picture script prompt?
- Can children tally results of a class survey?
- Can children type in key words and follow a link on the computer?
Principles

Listening, speaking, reading and writing must be taught synchronously and in context. Direct, explicit instruction in vocabulary is important for ELL.

Vocabulary instruction must not come at the expense of instruction in phonemic awareness, phonics, print knowledge, word recognition and other skills and concepts associated with success in emergent literacy development.

Children build on what they already know. We want to activate this background knowledge and take the children forward from where they are.

Children need to make connections and learn vocabulary as part of semantic fields. Make the link to realia, images, concrete objects or artefacts to provide a tangible focus for naming, describing, telling and retelling, and personal and cultural relevance.

Involve the families and make the connection to family literacy practices, especially story telling.

Story telling is a comfortable link between oracy and literacy. All cultures tell stories as a way of transmitting important cultural information and traditions, and engages parents as the first teachers of the next generation in a shared activity that has deep meaning and purpose.

Exploit the first language for its transfer potential to learning English. Even among young children, this is possible.

Adult input is especially important to ELL. Reducing the pupil-teacher ration, and working in small groups to develop relationship, to mediate, model, and engage our young learners is key to their vocabulary development.

Modified guided reading allows for attention to vocabulary meaning, and higher order questions that promote thinking skills and strategies.

Children need opportunities to repeat the same story again and again to explore and retain meaning and to make the link to their personal lives.

Most of all, vocabulary acquisition and emergent literacy development must promote a sense of inquiry, discovery, imagination, wonder and joy in learning. We want to encourage word play, and make a lot of fun out of the hard work of learning to read for ELL.
It’s all about vocabulary, vocabulary, vocabulary

How many words do you know?

<table>
<thead>
<tr>
<th>AGE</th>
<th>NS</th>
<th>Cohort A: ESL: ELEM /no support</th>
<th>Cohort B: ESL: ELEM with support</th>
<th>Cohort C: ESL: JR. High with support</th>
<th>Cohort D: ESL: SR. High with support</th>
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Vocabulary estimates for NS and ESL learners

Questions or Comments?