

## Lesson Plan: Literacy Development

This set of activities is designed to introduce teachers to strategies to develop literacy with Multilingual Learners (MLs). It could be integrated into courses on elementary or early literacy methods or teaching MLs, or used for professional development.

In this 2.5 hour sequence of activities, teachers:

- Reflect on the development of literacy skills across different ages and developmental levels of children.
  - Evaluate strategies for literacy development that they want to use more or try out.
  - Watch a video and comment on the teaching of literacy skills to MLs.

<p><b>Learning Goals</b></p>	<p>Teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss examples of literacy development strategies that specifically support MLs.</li> <li>• Identify and explain strategies that teachers implement so they can be used and tried out in their own practice.</li> </ul>
<p><b>Pre-Work</b></p>	<p>Before the session, teachers should read the introduction and one section of the PDF document, <a href="#">Resource Guide: A Deeper Look at Early Literacy</a>. Tell teachers that you will review this content when you are together, but looking at it ahead of time will help you be efficient. Depending on the grade band or instructional model, the choices teachers have to read are:</p> <ul style="list-style-type: none"> <li>• PreK-TK: review pages 1 and 2–3 (purple section)</li> <li>• K–1: review pages 1 and 3–5 (sky blue section)</li> <li>• 2–3: review pages 1 and 6–7 (pink section)</li> <li>• *Optional or alternative group* of dual language educators: review pages 1 and 7–8 (dark blue section)</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• Copies of <a href="#">Note Catcher</a></li> <li>• Copies of PDF: <a href="#">Resource Guide: A Deeper Look at Early Literacy</a> (printed OR access to digital version)</li> <li>• Sticky notes or print and cut out the cards on the <a href="#">4S Handout</a></li> <li>• Access to the “strategies in action” for literacy development on the <a href="#">Multilingual Learning Toolkit</a></li> </ul>

## Suggested Activities

Time & Activity	Notes
<p><b>Introduction to Literacy Development Strategies</b></p> <p><b>(10 mins)</b></p>	<p>Tell teachers: Today's session will focus on learning additional strategies to support Multilingual Learners' (MLs) literacy development.</p> <p>To activate teachers' prior knowledge about the topic, distribute the attached <a href="#">Note Catcher</a>, and invite teachers to work in pairs to generate responses to the prompts. (Teachers can reference their pre-work, <a href="#">Resource Guide: A Deeper Look at Early Literacy</a>). Let teachers know that we'll be using the Note Catcher to capture learnings throughout today's session (so they should leave room for notes).</p> <p>Then, give teachers a brief introduction to literacy development, highlighting key points from the <a href="#">Starter Guide</a> and inviting teachers to add to their note catcher as they go. (If helpful, teachers can follow along the paragraph following "How can I support my MLs' literacy development?" on the <a href="#">Multilingual Learning Toolkit</a>.)</p> <p>Suggested points to highlight:</p> <ul style="list-style-type: none"> <li>• Oral language and early literacy skills are closely related. As children learn to speak language, they eventually connect those words to written language.</li> <li>• MLs have unique developmental patterns since they are developing two (or more) languages simultaneously.</li> <li>• Emergent literacy skills in a home language support skill development in English. This is called cross-language transfer. Teachers can foster literacy development in both languages and align literacy across multiple languages.</li> <li>• Metalinguistic awareness is another important skill for reading development and is heightened in bilingual children. Teachers can develop this skill by maintaining language separation and helping MLs compare and contrast languages.</li> </ul>
<p><b>"4S" Activity: A Deeper Look at Early Literacy</b></p> <p><b>(45 mins)</b></p>	<p>Tell teachers: We are going to do a "4S" activity together using the <a href="#">Resource Guide: A Deeper Look at Early Literacy</a> that you already read for pre-work. You will work in grade-level small groups for this activity where we will move through the "4S"es: <b>skim, select, sort, and summarize</b>.</p> <p>Allow teacher time to organize into gradeband groups of 3–4 colleagues.</p> <p>All participants will refer to the introductory page 1 of the <a href="#">Resource Guide: A Deeper Look at Early Literacy</a>.</p> <ul style="list-style-type: none"> <li>• Groups from PreK–TK will also review pages 2–3 (purple section).</li> <li>• Groups from K–1 will also review pages 3–5 (sky blue section).</li> <li>• Groups from 2–3 will also review pages 6–7 (pink section).</li> <li>• *Optional or alternative group* of dual language educators will also review pages 7–8 (dark blue section).</li> </ul>

Make sure that teachers only use the sections of Resource Guide: A Deeper Look at Early Literacy that pertain to the level of literacy development for the age of children with whom they work. Otherwise the document and activity will feel overwhelming!

**Skim:** Tell teachers: Take 5 minutes to skim the pages of text you were assigned to refresh your memory. As you skim through the text, note that you will soon be selecting content from the text. Be mindful to notice what in the text stands out to you as you skim.

**Select:** Tell teachers: Now that you have skimmed the text, you will have 5 minutes to select a word, phrase, and sentence that stands out to you, or “jumps off the page.” These prompts are an invitation to note what you strongly agree with, have questions about, connect most to your teaching, or find to be most important from the text. You will record your ideas on a sticky note/the cards I have passed out. (See [4S Handout](#) for materials).

**Sort:** Tell teachers: Place all of your sticky notes/cards into the center of the table so all colleagues in your small group can see them. Take 2 quiet minutes to read all of the information that has been shared. If you have duplicate information on the sticky notes/cards, feel free to eliminate one copy.

When your group is ready, you will have 15 minutes to sort the sticky notes/cards into groups. This is an open-sort, so you can group any sticky notes/cards together that you see as having something in common. Work together and discuss as you go. As an example, you might say, “let’s put this sentence and word card together because the word is in the sentence,” or you might say, “let’s put this phrase and sentence card together because they both relate to fluency,” or you might say “these two phrases go together for me because I think these are both goals I have for my own teaching.”

**Summarize:** Tell teachers: Let’s take 15 minutes to hear how this activity went at each table. Please summarize the conversation that the text inspired within your group. You might choose to share one of the sets of sticky notes/cards that your group created, you can report more generally on what you discussed, or you can comment on how this activity supported your understanding of the content from the Resource Guide: A Deeper Look at Early Literacy.

Other prompts that you may choose to reflect and finish off the experience of the 4S activity are:

- I used to think \_\_\_\_\_ about early literacy, but now I think...
- One way my thinking about early literacy has shifted/changed/deepened is...
- The “4S” activity connects to my own work with Multilingual Learners (MLs) because...

You may also wish to give teachers time to fill out their [Note Catcher](#) with any ideas that they want to remember from this activity.

We have worked through the Resource Guide: A Deeper Look at Early Literacy to deepen our response to “What is different about literacy with MLs?” We are going to continue to pursue our response to that question with a video.

<p><b>Video:</b> <b>(30 mins)</b></p>	<p>Tell teachers: We are going to watch a video of instruction with Multilingual Learners (MLs). Instead of passing out an observation tool, I am going to ask you to make one for yourself. Consider all that you discussed at your tables in the last activity. What is one or two strategies or instructional supports that you think are most important to implement in literacy instruction for MLs? Stop and think about what you most hope to see in this video. Turn and talk to a colleague using the sentence starter, “I hope to see the teacher... because...”</p> <p>We are ready to watch the video. When the video is done you will get the chance to comment on what you see with another turn and talk.</p> <p>(Facilitator’s or teacher educator’s choice: Depending on the grade-band of the teachers with whom you are working, you may choose one of the following literacy-focused videos.)</p> <ul style="list-style-type: none"> <li>• Video for PreK–TK: <a href="#">Video: Engaging with Text and Narrative</a></li> <li>• Video for K–1: <a href="#">Video: Dialogic Reading Strategy - Kindergarten</a></li> <li>• Video for 2–3: <a href="#">Video: Dialogic Reading Strategy - 2nd grade</a></li> </ul> <p>When the video is complete ask teachers to turn and talk with the same colleague from before the video, and to comment using one of the following prompts: “I saw the teacher use the strategy ____ when they....” or “The teacher could have implemented the strategy ____ more by...”</p> <p>You may also wish to give teachers time to fill out their <a href="#">Note Catcher</a> with any ideas that they want to remember from the video and discussion.</p>
<p><b>Resource Gallery Walk</b> <b>(60 mins)</b></p>	<p>Tell teachers: Now we will explore more specific instructional strategies for literacy development through a resource walk (See this <a href="#">Resource Walk</a> activity). Specific resources have been selected that offer concrete examples of what teachers do to support literacy development in the classroom.</p>
<p><b>Jigsaw: Analyzing Strategies in Action</b> <b>(30 mins)</b></p>	<p>Transition: Let’s put everything we have discussed today “back together” with some vignettes of teachers who intentionally cultivate a classroom environment that supports Multilingual Learners (MLs).</p> <p>Break the class back into trios and assign each group to read and discuss one of the “strategies in action”: PreK–TK, K–1, or 2–3 (or choose just the ones that best fit the focus of your session). Remind teachers that even if they read a vignette that is different from their own grade band, many of the environmental supports work across different ages of children.</p> <p>Within groups, each group should identify a:</p> <ul style="list-style-type: none"> <li>• Reader—to read the strategy out loud to the group</li> <li>• Facilitator—to ask the discussion questions</li> <li>• Recorder/reporter—to share out highlights from the group’s discussion at the end</li> </ul>

	<p>Give groups about 15 minutes to:</p> <ul style="list-style-type: none"> <li>• Read their assigned text</li> <li>• Have a discussion using the included questions as prompts</li> <li>• Add any new strategies they learned to their <u>Note Catcher</u>.</li> </ul> <p>Then, invite groups to share out, charting responses on the board. Suggested prompt for share out:</p> <ul style="list-style-type: none"> <li>• What strategies did the teacher you read about use to develop literacy skills with MLs?</li> </ul>
<p><b>Conclusion</b> <b>(15 mins)</b></p>	<p>Invite teachers to reflect on and consolidate their learning by engaging in a 10 minute quick write in response to the following prompt, using their <u>Note Catcher</u> as reference:</p> <ul style="list-style-type: none"> <li>• What are some ways in which I can support my students to develop literacy skills?</li> </ul> <p>Then summarize key learnings about literacy development and close the session. Key learnings to highlight might include:</p> <ul style="list-style-type: none"> <li>• Oral language and early literacy skills are closely related. As children learn to speak language they eventually connect those words to written language.</li> <li>• Multilingual Learners (MLs) have unique developmental patterns since they are developing two (or more) languages simultaneously.</li> <li>• Emergent literacy skills in a home language support skill development in English. This is called cross-language transfer. Teachers can foster literacy development in both languages and align literacy across multiple languages.</li> <li>• Metalinguistic awareness is another important skill for reading development and is heightened in bilingual children. Teachers can develop this skill by maintaining language separation and helping MLs compare and contrast languages.</li> </ul>

## Note Catcher

What do teachers do to develop literacy skills with Multilingual Learners?

What can teachers do to build cross-language transfer and develop meta-linguistic awareness with Multilingual Learners as they develop literacy skills?

What specific literacy skills are most critical for the age and developmental stage of children with whom I work?

What specific literacy skills are most critical for earlier ages and the developmental stage *before* the age of children with whom I work?

What specific literacy skills are most critical for later ages and the developmental stage *after* the age of children with whom I work?

## 4S Handout (Skim, Select, Sort, Summarize)

Option 1: Post the three prompts found on these cards and pass out sticky notes for teachers to use for this activity.

Option 2: Print and cut out the cards on this handout. *Each teacher will only need a set of three* (word, phrase, sentence) for this activity.

<p>A <b>word</b> that jumps off the page of this text is:</p>  <p>because...</p>	<p>A <b>word</b> that jumps off the page of this text is:</p>  <p>because...</p>
<p>A <b>phrase</b> that jumps off the page of this text is:</p>  <p>because...</p>	<p>A <b>phrase</b> that jumps off the page of this text is:</p>  <p>because...</p>
<p>A <b>sentence</b> that jumps off the page of this text is:</p>  <p>because...</p>	<p>A <b>sentence</b> that jumps off the page of this text is:</p>  <p>because...</p>