

Language Strategies for Children

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This presentation describes a language development approach that targets objectives taught across a continuum of difficulty levels, it encourages independent learning through multi-sensory strategies, goal setting, and parent involvement.

I. **Program Goals**

Language Strategies for Children began as an experiment with alternative service delivery models. While working to connect with classroom curriculum and instruction, several program goals developed....

A. We performed a task analysis of the objectives in order to develop a ***strategy approach***" which would use visual cues for each of the language objectives. In our approach each strategy is taught...

...within a relevant context for the classroom (e.g., using social studies)

...through lessons which are designed to work in both a classroom setting, as well as in pull-out groups

...with a visual or graphic representation

...in a cyclical approach to ensure repeated exposure over time

B. We wanted to make students more aware and responsible for their learning through...

...completing six weeks ***goal sheets*** or ***skills checklists*** which allow students to evaluate their progress on their individual goals (e.g., revise, repeat, or set new goals),

...stating ways they can practice or apply new skills at home to achieve their goal,

...stressing the value of individual/home practice.

C. We wanted to extend the strategies to meet the needs of older, pre-adolescent students who continue to need oral language development by...

... emphasizing ***pragmatic skills*** within each lesson

... stressing the connection between oral and written language by applying ***text*** to previously taught skills and adding short focused written activities or ***"rapid writes"***.

D. We wanted to provide a more ***tangible means to show progress*** and to develop criteria for making decisions when transitioning students to middle school by...

...developing activities for older students which require more application and less direct instruction.

...assessing strategy knowledge in conjunction with a curriculum referenced assessment to show progress and aid in decision-making concerns about dismissal.

E. We wanted a system to ***document parent involvement*** through...

...six weeks goal sheets which are sent home to be signed by parents.

...suggested home activities that are sent home with the students to "teach" their families about the latest language strategies.

...a *Communication Skills Newsletter* that is sent home periodically with the primary aged students to summarize our school activities and give suggested home activities to the parents.

...a completed *Strategy Guide Booklet*, (a collection of strategy guide pages which are used to review the key components of each strategy), which is sent home at the end of the year along with any other work samples that the child has completed.

...a holiday calendar of quick, daily items related to the strategies that can be used for practice over extended holidays.

II. We will be talking about...

A. A criterion referenced assessment tool and lessons that cover kindergarten through grade five and beyond:

1. Plano ISD Language Curriculum Referenced Assessment
2. Setting goals and objectives/progress tracking.
3. Scheduling/Collaborating.

B. Strategies and program components as they stretch across the continuum of difficulty levels.

1. Early strategy use- Social Stories and Einstein Character
2. Intermediate strategy use- Strategy guide
3. Advanced strategy use – Rapid Writes and Pragmatics

C. Lesson samples to show continuum of skills across specific objectives using curriculum tie-ins and literature:

1. Early strategy use – "alike and different" simple oral sentences with and without modeling.

2. Intermediate strategy use- compare contrastadon, guided practice with graphic organizer/orally presented by students
3. Advanced strategy use – oral → written language in complete sentences using graphic organizer, and code switching pragmatic skill.

D. Sharing literature/lesson ideas for older students.

Bibliography

Level One

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| <i>Give Me Five:
Stop and Listen</i> | <i>Let's Go Home Little Bear</i> , by Martin Waddell
CandlewickPress, ISBN #1-56402-447-4 |
| <i>CAREful Listening</i> | <i>Too Much Noise</i> , by Ann McGovern, Houghton Mifflin Co., ISBN #0-395-18110-0 |
| <i>It Makes Sense:
Sound Words</i> | <i>The Very Quiet Cricket</i> , by Eric Carle, Philomel Books, ISBN #0-399-21885-8 |
| <i>Say It Another
Way</i> | <i>Rocking Horse Christmas</i> , by Mary Pope Osborne, Scholastic, ISBN # 0-590-92955-0 |
| <i>Lasso the Word Herd:
Categories</i> | <i>Caps, Hats, Socks, and Mittens</i> , by LouiseBorden,Scholastic Inc., ISBN #0-590-44872-2 |
| <i>Alike and
Different Lily
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<i>The Three Little Javalina's</i> , by Susan Lowell, Scholastic Inc., ISBN #0-290-22381-x |
| <i>Learning about
Opposites</i> | <i>That's Good, That's Bad</i> , by Margery Cuyler, Scholastic Inc., ISBN #0-590-45894-9 |
| <i>Discover the
Pattern: Making
Connections</i> | <i>Each Peach Pear Plum</i> , by Janet and Allan Ahlberg, Puffin, Books, ISBN #0-14-050639-x |
| <i>Picture a
Clear Definition</i> | <i>Is Your Mama a Llama?</i> , by Deborah Guarino, Scholastic Inc.,ISBN #0-590-41387-2 |
| <i>Story Recipe:
Story Knowledge</i> | <i>Paper Bag Princess</i> , by Robert N. Munsch, Annick Press, ISBN # 0-920236-16-2 |

Princess and the Pea, by Hans Christian Anderson, Illustrated by Paul Galdone, Houghton Mifflin, ISBN # 0-395-28807-x

Tell the Biggest Eggs: Main Idea ***Alexander and the Terrible, Horrible, No Good, Very Bad Day***, by Judith Viorst, Atheneum, ISBN # 0-689-30072-7.

Follow the Detail Trail: Sequencing ***If you Give a Mouse a Cookie***, by Laura Numeroff, HarperCollins, ISBN # 0-06-024586-7

Level Two

Give Me Five: Listening ***Barn Dance!***, by Bill Martin Jr. and John Archambault, Holt and Co. Inc., ISBN# 3-1026-22565-7975

CARE: Listening ***Possum Come A-Knockin'***, by Nancy Van Laan, Dragonfly Books, Alfred A. Knopf, ISBN # 0-679-83468-0

Lasso the Word Herd: Categorization ***Roxaboxen***, by Alice McLerran, Scholastic Inc., ISBN # 0-590-45589-3

Compare Contrastadon ***This Is My House***, by Arthur Dorros, Scholastic Inc., ISBN #0-590-45302-5

Focus for Clarity: Definitions ***The Great Kapok Tree***, by Lynne Cherry, Gulliver Books, ISBN #0-87701-805-7

Chameleon Words: Words With Multiple Meanings ***Eye Spy, A Mysterious Alphabet***, by Linda Bourke, Chronicle Books, ISBN #0-87701-805-7

Story Recipe: Story Knowledge ***Aunt Isabel Tells a Good One***, by Kate Duke, Puffin Unicorn Book, ISBN # 0-329-13384-5

Aunt Isabel Makes Trouble, by Kate Duke, Puffin Unicorn Book, ISBN # 0-329-10552-3

Tell the Biggest Eggs: Main Idea ***No Moon, No Milk!***, by Chris Babcock, Crown Publishers, Inc., ISBN #0-517-58779-3

Follow the Detail A River Ran Wild, by Lynne Cherry, Harcourt Brace,
Trail: Cause and Effect ISBN # 0- 15-200542-0

Level Three

Static: Listening For Relevance ***Bubba the Cowboy Prince - A Fractured Texas Tale***, by Helen Ketteman, Scholastic Press, ISBN #0-590-25506-1

Code-Switching Tools: Communication Registers ***Rhinos Who Snowboard***, by Julia Mammano, Scholastic Inc., ISBN # 0-590-51508-X

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Smooth Sailing: Giving Clear Definitions ***The Mary Celeste An Unsolved Mystery from History***, by Jane Yolen, Simon and Schuster Books for Young Readers, ISBN# 0-689-81079-2

Story Formula: Identifying Story Elements ***Chicken Sunday***, by Patricia Polacco, Penguin Putnam Books, ISBN # 0-698116-15-1

Detail Trail: Linking Cause and Effect ***Stickeen***, by John Muir, as retold by Donnell Rubay, Scholastic Inc., ISBN #0-439-08744-9

Lesson Plan Form

GOAL

BACKGROUND INFORMATION

OBJECTIVES

MATERIALS

INTRODUCTION

Tie-In to Prior Learning

Focus/Relevancy

LESSON ACTIVITIES

CLOSURE