Elevating Assets-based Virtual Teaching for Dual Language Learners in Transitional Kindergarten

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Hosted by: Early Edge California in partnership with LMU, Center for Equity for English Learners

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Moderator:
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Session Goals

➢ Reflect on **design principles for equitable distance learning for Dual Language Learners** in Transitional Kindergarten (TK) and similar early childhood settings

➢ Identify classroom-based strategies to elevate student and family assets and support social and emotional needs during distance learning

➢ Explore intentional instructional design ideas to promote **oral language development** and deliver **Integrated ELD**
The biggest thing with early age students is that they know we are still connected. We are still the TK family!

“This is a dynamically evolving timeframe. I can carry some of these learnings back with me when we return to the classroom.”

“The biggest thing with early age students is that they know we are still connected. We are still the TK family!”
Explicit Goals & Outcomes:
- Focus Standards
- Addressing the Digital Divide
- High Tech/Low Tech

Meaningful Connections & Engagement
- Family Connections
- Social and Emotional Needs

Maximum Comprehensibility
- Prior learning
- Oral language development
- Primary language

Varied Participation Structures
- Independent, class, and family activities

Differentiated Reflection and Assessment
- Virtual and actual artifacts
- Metacognition
For whom am I designing distance learning?
What are my overarching goals for student learning during this time frame?
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Subject</th>
<th>Monday</th>
<th>30 minutes</th>
<th>Learning Choices</th>
<th>20+ minutes</th>
<th>Home Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-30 minutes</td>
<td><strong>Social/Emotional Skills &amp; Music</strong>&lt;br&gt;Adult support needed to log in, read, begin, monitor, and post response</td>
<td>Answer the <a href="#">Daily Question</a></td>
<td><strong>Learning Choices</strong>&lt;br&gt;Adult support needed to log in, begin, and monitor</td>
<td><a href="#">Mindfulness with Idania</a> let’s continue to practice. Also in Google Classroom</td>
<td><a href="#">Google Classroom</a> Adult support needed to log in, read, begin, and monitor</td>
<td><a href="#">Home Learning Activities</a> Adult support needed to read, begin, and monitor</td>
</tr>
<tr>
<td>10-30 minutes</td>
<td><strong>Movement</strong>&lt;br&gt;Adult support needed to monitor and encourage.</td>
<td>Get fresh air, stretch</td>
<td>Adult support needed to log in, begin, and monitor</td>
<td>Try another 30 minute <a href="#">PE With Joe</a>. Today practice eleven different exercises and use some math!</td>
<td>Google Classroom has lesson videos and assignment details</td>
<td>Select activities from this week’s menu</td>
</tr>
<tr>
<td>20-30 minutes</td>
<td><strong>Interacting with books</strong>&lt;br&gt;Adult support needed to read and monitor</td>
<td>Read a book with a family member, by yourself, or to a puppet or stuffed animal.</td>
<td>Adult support needed to log in, begin, and monitor</td>
<td><a href="#">Watch a Read Aloud</a> in Google Classroom</td>
<td><a href="#">Home Learning Activities</a> Adult support needed to read, begin, and monitor</td>
<td>Select one or more activities</td>
</tr>
</tbody>
</table>

**Use your badge to log in to Clever.**<br>Do two or more activities in any app:<br>- Classroom Hero<br>- ABC Mouse<br>- Starfall<br>- Happy Numbers<br>- [Alphabet Chant](#) with Mrs. Renzullo<br>- [Reading About Spiders](#) Day 1<br>- Math: [Addition](#)
Keeping the “why” central to all efforts
TK Teacher Collaboration
Developmentally Appropriate Curriculum

- Socio-emotional Learning
- Language Arts - Reading - Writer’s Workshop
- INTERDISCIPLINARY TEACHING and LANGUAGE DEVELOPMENT
- Music
- Art
- CGI Math
- Science

Synchronous Modes - Digital Learning Platforms - Phone - Messages
Asynchronous Modes - Packets - Materials

Communication - Digital Platforms - Phone calls - Messages

District Distance Learning Requirements
240 minutes of instruction daily (mixed modes)

Continuity of Routines
Familiarity of Materials

MEANINGFUL ENGAGEMENT
Weekly Schedule

- Co-created
- Flexible
- Supportive

Weekly Schedule

**Week 35 Assignment for Week of May 18 - May 22**

1. Complete packet of -ip/-in (watch homeroom video on how to do this)
2. Complete 7 pages of the May packet (watch homeroom video on which pages)
3. Complete Math Word problem (video on homeroom) (send me a pic of how you solved it)
4. Use your blue journal to draw a picture what you like to eat. Write a sentence about it. (Video on homeroom) (send me a picture)
5. Count all the markers and pencils you have. Draw the collection on the wipe board and write the number. (Video on homeroom) (Send me a picture)
6. Log into Raz Kids (45 minutes per week)
7. Log into Happy Numbers (45 minutes per week)
8. Attend at least one Zoom meeting (Tuesday's 6:30 pm or Thursday's 10:30 am)
9. Attend Art Zoom class (Friday at 11 am)
10. Join SEESAW and play some fun games.

Check Homeroom daily. I will be posting messages and videos for your child to view.

Keep sending those pictures.

Thank you for all you doll!

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Weekly Schedule

**Semana 35 Asignaturas de la semana 18 al 22 de mayo**

1. Complete el paquete de -ip/-in (vea video en homeroom como completor esto)
2. Complete 7 hojas del paquete de mayo (vea video en homeroom para las hojas.)
3. Complete el problema de matemática (video en homeroom) (manda foto como lo resolvió)
4. Use tu cuaderno azul para hacer un dibujo de algo que te gusta comer. Escribe una oración. (Video en homeroom) (mándame foto)
5. Cuenta todos los marcadores y lápices que tienes. Dibuja la colección en el pizarón blanco y escribe el número. (Video en homeroom) (Mándame foto.)
6. Entrena en Raz Kids (45 minutos por semana)
7. Entrena en Happy Numbers (45 minutos por semana)
8. Asistir a por lo menos una junta de Zoom (martes 6:30 pm o jueves 10:30 am)
9. Asistir a clase de arte por Zoom. (viernes 11 am)
10. Conteste a SEESAW para divertirse.

Revisen la aplicación Homeroom diario. Estaré subiendo mensajes y videos para que su hijo los vea.

Sigan mandando fotos.

Gracias por todo su apoyo!!
Social and Emotional Learning
Social and Emotional Development: *Relationships, Self-awareness, Self-management*

Bridging the shift from classroom to distance learning

- Classroom Connections
- Family Partnerships
- Thematic Study
- Reread Favorite Books
- Supplies from School
- Puppets
Social and Emotional Development

• Creating new points of connection
  • showing me in my home during lesson videos
• shared photos and videos in Google Classroom
• Sharing art and math and science projects in live meetings
• Looking and listening for cultural experience, learning behaviors, self-confidence
Social and Emotional Development

• Relating positivity along with understanding
  • daily questions prompting reflection and response
  • live meetings to maintain positive relationships with others
  • Keeping parents and students engaged
I knew the only way to attempt to be successful with distance learning was to have parental support.

Who would the child be with during the day?

When was the student going to complete the work?

How were parents going to be able to help their child?

Intentaremos nuevas cosas, y sí no funcionan no las usaremos.

Aprendiendo en distancia es nuevo para todos incluyendo para mi.

Lo único normal que les queda de su escuela son sus amigos y sus maestras.

They are still my students until the end of the school year and I still have a responsibility to teach them.
Social-Emotional Needs

Self awareness in the New Space of Distance Learning

• Growth Mindset – parents and students

• Flexible and responsive to family needs

• Building self confidence of both parents and students
  • Sent messages – text/video
  • Listened to understand needs

• Working from assets of parents and students
Relationship Skills

• Build new trust
• Communication with each other
• Teamwork
• Sharing Time
• What are three key strategies for supporting social and emotional needs through leveraging family partnerships?

• What other strategies have you implemented in distance learning?
Oral Language Development and Integrated ELD
Funds of Knowledge

Resources, assets, values, and experiences of home
Members of the household
Language
Supports schema building
**Read Alouds**

Interactive
Stop and model thinking
Ponder interesting questions
Highlight features of text
Rich in content
General and specific vocabulary
Ideas worth discussing
Positive socio-emotional climate
Support higher level questions with prompts

• Open-ended questions
• Think time
• Ask for details
• Build onto what is spoken
• Converse back and forth
• Expect and use complete sentences
## Question Prompts for Parent Use

<table>
<thead>
<tr>
<th>Explore</th>
<th>Design</th>
<th>Create</th>
<th>Imagine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a seed.</td>
<td>Build a path for a toy to travel. Use legos or boxes or cards or anything that can be lined up on two sides to make a path. Having your toy travel along the path. Can you make the path go in different directions?</td>
<td>Hold a coloring session outside. Use paper and crayons or markers to make some pictures. What will you color? What things are outside that you can see and draw? How many colors can you use?.</td>
<td>Think about a song you can sing with your puppet. Will you and your puppet sing together or take turns? Will you sing loudly or softly? Play with your puppet.</td>
</tr>
<tr>
<td>How does it feel?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does it look?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What else do you notice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you find many different seeds?</td>
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</tr>
</tbody>
</table>
Integrated ELD  
Cognitively Guided Instruction

**Subitizing**
- Number Sense
- Understand quantities
- High levels of addition

**Counting Collections**
- One to one correspondence
- Multiple forms of representation
- Oral language development
What Do You Notice? / Problem Solving

Oral Language Development
Solution through pictures

Builds critical thinking skills
Practice mathematical strategies
Cognitively Guided Instruction
Problem Solving – Think Aloud

Steps of Think Aloud

1. Read the problem.
2. What do we know?
3. What is the question?
4. What strategy will I use?
5. Organize my thinking so others can understand it.
6. Answer the question.

Problem Solving Video
L. Salazar

Keegan has 6 red buttons. Linzy has 7 green buttons. How many buttons do they have together?
Language Development and Critical Thinking

Developing Oral Language is key

Model Sentence Frames

Guide Critical Thinking

Model Talk out the problem
Participant Reflection

• How can oral language development be bolstered in your distance learning design?

• What strategies are used to support Integrated ELD?
Thank you!

Contact information:

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info@earlyedgecalifornia.org

Visit the LMU, Center for Equity for English Learner’s Website for more resources:

English Learner Supports during COVID-19
https://soe.lmu.edu/centers/ceel/englishlearnersupportsduringcovid-19/

Transitional Kindergarten/Early Childhood Education Certificate
https://soe.lmu.edu/centers/ceel/professionallearning/certiﬁcate/transitionalkindergartenteachingcertificate/

Dialogic Reading for Teachers of Dual Language Learners Online Modules
https://soe.lmu.edu/centers/ceel/resources/earlychildhoodenglishlearnersresources/