

Improving the Vocabulary and Oral Language Skills of Bilingual Latino Preschoolers

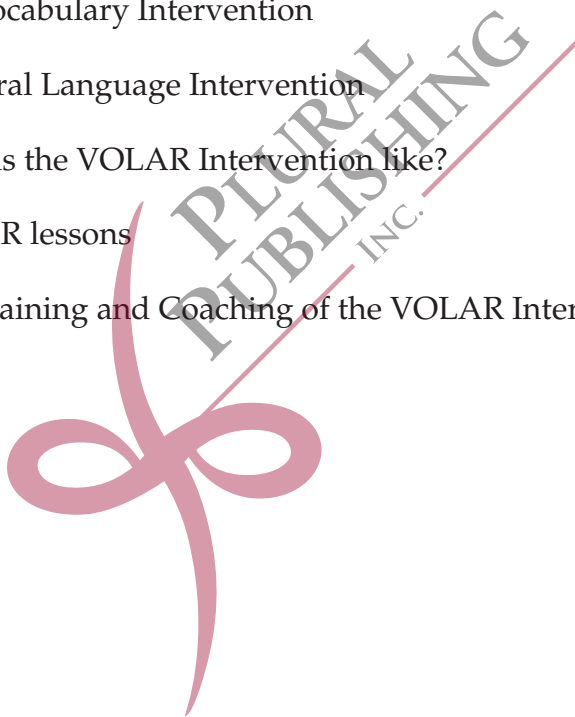
An Intervention for Speech-Language Pathologists

Vera Gutiérrez-Clellen, PhD, CCC-SLP
Gabriela Simon-Cereijido, PhD, CCC-SLP
María Adelaida Restrepo, PhD, CCC-SLP



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Foreword

I've known Dr. Vera Gutierrez-Clellen for almost 25 years, but it seems like just yesterday I was starting my PhD and Vera was preparing to defend her doctoral dissertation. Over the years we've collaborated on developing a bilingual, Spanish-English test for speech and language ability—the first of its kind. I then met Dr. María Adelaida Restrepo soon after I started at the University of Texas. I have very fond memories of our discussions following the annual Symposium on Research in Child Language Disorders (SRCLD). We all have a passion for studying the identification of bilingual children with language impairment and the challenges of over- and under-identification of this population. We've exchanged ideas about student training in this field and have had the opportunity to train and interact with one another's students through visits, talks, and other conferences. Additionally, I met Dr. Gabriela Simon-Cerejido about 10 years ago, also at SRCLD, and through our collaborations with Vera. The authors share a deep commitment to developing effective ways to teach bilingual children with language impairment. Through our clinical practice and professional experience, we've discovered that bilingual children, even those with language impairment, could learn more than one language. I knew this book could only be excellent. And it is.

The authors address common myths on the topic right up front. I've often heard that parents are

told that because their child has language impairment, they should choose only one language for them to learn (two languages may be confusing). I've also heard that bilingualism is acceptable, but not for children who have language impairment. These assumptions are not true! The authors offer truths to these myths in a balanced and thoughtful way.

One of the book's biggest strengths is that it is grounded in theories that have been tested through research. VOLAR was tested and refined with real children in real schools. The book's research findings provide examples of how to account for real-world circumstances in which speech-language pathologists (SLPs), teachers, aides, and specialists must work together to implement the VOLAR curriculum and provide successful resources to English language learners with language impairments. The scenarios in the book are not idealized; rather, they confront the reality that there are not enough bilingual SLPs and even fewer with specialized bilingual training. Furthermore, the book is written in a way that is accessible to SLPs (monolingual and bilingual) who work with bilingual children.

As an SLP turned researcher, I strive to make a difference in the lives of the children that I (and my students will) serve—implementing VOLAR is one way I can do that.

Elizabeth D. Peña
Professor
The University of Texas at Austin

CHAPTER 7



The VOLAR Lessons

The VOLAR lessons are grouped by week units. Each week unit consists of four lessons. The following pages contain the lesson plans.

WEEK 1, DAY 1: CAPERUCITA ROJA—ESPAÑOL

I. Large Group Activity: Story Time

Target vocabulary: BOSQUE, DERECHO, BRILLAR, CAZADOR

Book: Grimm, J., Grimm, W., & Estrada, P. (1999). *Little Red Riding Hood = Caperucita Roja*. San Francisco, CA: Chronicle Books, L.L.C.

Materials: Print each vocabulary picture on a letter-sized sheet of paper. Write the Spanish definition on the back of the picture.

Introduce the book to the children.

- ◆ Ahora vamos a leer. ¿De qué se trata este libro? Este libro se trata de una niña que va a visitar a su abuela y se encuentra con un lobo.

Introduce words one at a time using picture cards and say the words: BOSQUE, DERECHO, BRILLAR, CAZADOR.

- ◆ Esta es la foto de la palabra _____. Digan _____.

Read the book in Spanish.

- ◆ Ahora vamos a leer el libro.

2. Small Group Activity: Teach Words

Materials: Vocabulary pictures; a plastic container and small trees and plants to make a model forest; straight and curved objects such as a ruler, angel hair pasta, elbow pasta, bent pipe cleaners, and straight and bent straws; shiny and opaque objects such as wooden blocks, wooden toys, shiny balls, the back of a CD, fake diamonds, and a flashlight; a doll to represent a hunter and toy animals.

Introduce the small group activities.

- ◆ En el libro escuchamos cuatro palabras nuevas, ahora vamos a aprender más sobre cada palabra.

BOSQUE Activity: Have the children make a forest by placing the trees and plants in a container.

- ◆ La abuela de Caperucita Roja vivía en el BOSQUE.
- ◆ El BOSQUE es un lugar con muchos árboles que crecen juntos.
- ◆ Digan BOSQUE.
- ◆ Ahora vamos a hacer un BOSQUE en esta caja. Vamos a poner los árboles y las plantas cerca para que crezcan juntos.

DERECHO Activity: Put straight and curved objects on the table to sort. Let children look through the objects, talk about differences, and sort them in two groups.

- ◆ La mamá de Caperucita Roja le dijo que fuera DERECHO a la casa de la abuela.
- ◆ DERECHO es algo que es recto, no tiene curvas.
- ◆ Digan DERECHO.
- ◆ Ahora vamos a ver unas cosas que son DERECHAS y otras que tienen curvas. Vamos a ponerlas en dos grupos.

BRILLAR Activity: Place different shiny and opaque objects on the table. Have children sort them. Talk about differences.

- ◆ El sol BRILLABA cuando Caperucita Roja juntaba flores.
- ◆ Algo BRILLA cuando da o refleja luz.
- ◆ Digan BRILLAR.
- ◆ Ahora vamos a ver unas cosas que BRILLAN y otras que no BRILLAN. ¿Cuáles BRILLAN?

CAZADOR Activity: Place doll and toy animals on the table. Have children hunt the animals using the doll to represent the hunter.

- ◆ En el libro, el CAZADOR agarró al lobo.
- ◆ Un CAZADOR es una persona o animal que agarra animales.
- ◆ Digan CAZADOR.
- ◆ Este muñeco va a ser nuestro CAZADOR. Lo vamos a ayudar a que agarre animales.

WEEK 1, DAY 2: LITTLE RED RIDING HOOD—ENGLISH

I. Large Group Activity: Story Time

Target vocabulary: FOREST, STRAIGHT, SHINE, HUNTER

Book: Grimm, J., Grimm, W., & Estrada, P. (1999). *Little Red Riding Hood = Caperucita Roja*. San Francisco, CA: Chronicle Books, L.L.C.

Materials: Vocabulary pictures on letter-sized paper. Write the English definition on the back of the pictures.

Introduce the book to the children.

- ◆ Do you remember the title of this book? In English, the title is _____

Introduce words one at a time using picture cards and say the words: FOREST, STRAIGHT, SHINE, HUNTER.

- ◆ This is a picture of _____. In Spanish, the word is _____. In English, it is _____. Say _____.

Read the book in English.

- ◆ Now let's read the book.

2. Small Group Activity: Teach Words

Materials: Vocabulary pictures; a plastic container and small trees and plants to make a model forest; straight and curved objects such as a ruler, angel hair pasta, elbow pasta, bent pipe cleaners, and straight and bent straws; shiny and opaque objects such as wooden blocks, wooden toys, shiny balls, the back of a CD, fake diamonds, and a flashlight; a doll to represent a hunter and toy animals.

Introduce the small group activities.

- ◆ We just heard the four new words in English. Let's learn more about each of them.

FOREST Activity: Have the children make a forest by placing the trees and plants in a container.

- ◆ Little Red Riding Hood's grandma lived in the FOREST.
- ◆ The FOREST is a place with many trees growing together.
- ◆ Let's say it together, FOREST.
- ◆ We are going to make a FOREST in this container. We are going to put trees and plants close to each other so that they grow together.

STRAIGHT Activity: Put straight and curved objects on the table to sort. Let children look through the objects, talk about differences, and sort them in two groups.

- ◆ Little Red Riding Hood's mother told her to go STRAIGHT to grandma's house.
- ◆ STRAIGHT is something that is not in a curve.
- ◆ Let's say it altogether: STRAIGHT.
- ◆ We are going to look at STRAIGHT things and things that are not STRAIGHT. Let's sort them in two groups.

SHINE Activity: Place different shiny and opaque objects on the table. Have children sort them. Talk about differences.

- ◆ The sun was SHINING when Little Red Riding Hood was gathering flowers.
- ◆ Something SHINES when it gives light.
- ◆ Let's say it altogether: SHINE.
- ◆ We are going to look at things that SHINE and other things that do not SHINE. Which ones SHINE?

HUNTER Activity: Place doll and toy animals on the table. Have children hunt the animals using the doll to represent the hunter.

- ◆ In the story, the HUNTER caught the wolf.
- ◆ A HUNTER is a person or animal who catches animals.
- ◆ Let's say it all together: HUNTER.
- ◆ This figure is going to be our HUNTER. Let's help him catch animals.

WEEK 1, DAY 3: CAPERUCITA ROJA—ESPAÑOL

I. Large Group Activity: Book Retell

Target vocabulary: BOSQUE, DERECHO, BRILLAR, CAZADOR

Book: Grimm, J., Grimm, W., & Estrada, P. (1999). *Little Red Riding Hood = Caperucita Roja*. San Francisco, CA: Chronicle Books, L.L.C.

Materials: Vocabulary pictures on letter-sized paper with definitions on the back.

Retell the first two pages of book while showing the illustrations. Ask children to continue retelling two pages at a time, taking turns.

- ◆ Vamos a recordar nuestras palabras y qué significan.
- ◆ Ahora vamos a hablar del cuento usando las palabras que aprendimos. Esta vez ustedes serán los maestros y me contarán lo que leímos en el libro.

2. Small Group Activity: Teach Words Again

Materials: Vocabulary pictures; models or pictures of a different forest and a beach (use Google™ images); pictures of a straight street and a curved street (use Google™ images); glitter and black construction paper; a different picture of a man or animal hunting and a picture of a male teacher.

BOSQUE Activity: Show picture card of BOSQUE and put the forest and beach models on the table. Talk about differences.

- ◆ Este es un dibujo de un BOSQUE. ¿Qué quiere decir BOSQUE?
- ◆ El BOSQUE es un lugar con muchos árboles que crecen juntos.
- ◆ Digan BOSQUE.
- ◆ Aquí tengo un modelo de un bosque y de una playa. Mírenlos bien y díganme qué tiene el BOSQUE y qué tiene la playa. ¿Cuáles son las diferencias?
- ◆ Digan "un BOSQUE tiene muchos árboles."

DERECHO Activity: Show picture of DERECHO and put a picture of a straight street and a curved street on a table. Talk about differences.

- ◆ Esta es una foto de una calle DERECHA. ¿Qué quiere decir DERECHO?
- ◆ DERECHO es algo que es recto, no tiene curvas.
- ◆ Digan DERECHO.
- ◆ Aquí tengo otra foto de una calle DERECHA y de una calle con muchas curvas. ¿Cuál es la calle DERECHA? ¿Cómo lo sabes?
- ◆ Digan "la calle es DERECHA."

BRILLAR Activity: Show picture of BRILLAR. Put glitter and black construction paper on the table. Talk about differences.

- ◆ Esta es una foto de algo que BRILLA. ¿Qué quiere decir BRILLAR?
- ◆ Algo BRILLA cuando da o refleja luz.
- ◆ Digan BRILLAR.
- ◆ Aquí tenemos brillantina y un papel negro. ¿Cuál BRILLA? ¿Cómo lo sabes?
- ◆ Digan "la brillantina plateada BRILLA."

CAZADOR Activity: Show picture of CAZADOR and put pictures of a man hunting and a man teaching on the table. Talk about differences.

- ◆ Este es un dibujo de CAZADOR. ¿Qué quiere decir CAZADOR?
- ◆ Un CAZADOR es una persona o animal que agarra animales.
- ◆ Digan CAZADOR.
- ◆ Aquí tenemos una foto de un cazador y de un maestro. ¿Cuál es el CAZADOR? ¿Cómo lo sabes?
- ◆ Digan “un CAZADOR agarra animales.”

WEEK 1, DAY 4: LITTLE RED RIDING HOOD—ENGLISH

I. Large Group Activity: Know Words and Expand

Target vocabulary: STRAIGHT, FOREST, SHINE, HUNTER

Book: Grimm, J., Grimm, W., & Estrada, P. (1999). *Little Red Riding Hood = Caperucita Roja*. San Francisco, CA: Chronicle Books, L.L.C.

Materials: Vocabulary pictures on letter-sized paper with definitions on the back.

Introduce the large group activity.

- ◆ We are going to review the words we have learned. Today is the last day for this story, and I want to make sure you remember the words.

Go to the book location in which Little Red Riding Hood’s mother tells her to go straight to grandma’s house. Have **STRAIGHT** picture nearby.

- ◆ Which way did Little Red Riding Hood’s mother tell her before going to grandma’s house? She told her to go STRAIGHT there.
- ◆ What does STRAIGHT mean? STRAIGHT is something that is not in a curve.
- ◆ Say STRAIGHT.
- ◆ Sometimes I do not come STRAIGHT to school because I stop to buy coffee before. When you come to school, does your mom/dad bring you STRAIGHT here or do you make a stop on the way?

Go to the book location where the forest is mentioned. Have **FOREST** picture nearby.

- ◆ Where does Little Red Riding Hood’s grandmother live? She lives in the FOREST.
- ◆ What does FOREST mean? A FOREST is a place with many trees growing together.
- ◆ Say FOREST.
- ◆ I like to walk in the FOREST. Have you ever been to the FOREST? Camping?

Go to the page location where the sun is shining. Have **SHINE** picture nearby.

- ◆ What was the sun like while Little Red Riding Hood was gathering flowers? The sun was SHINING through the leaves.
- ◆ What does SHINE mean? Something SHINES when it gives light.
- ◆ Say SHINE.
- ◆ Sometimes the light SHINES too much and it bothers my eyes. Can you think of a time when you saw something very SHINY and it bothered you?

Go to the page location where the hunter catches the wolf. Have **HUNTER** picture nearby.

- ◆ Who caught the wolf in the story? The HUNTER caught the wolf.
- ◆ What does HUNTER mean? A HUNTER is a person or animal who catches animals.
- ◆ Say HUNTER.
- ◆ My cat is a hunter. Tell me about some other animals that are hunters.

2. Small Group Talk and Play: **SENDING FOOD TO THE WOLF!**

Materials: Make picture cards or paper puppets of Little Red Riding Hood, the hunter, the wolf, and grandma. Make picture cards of different food items. Prepare a felt board or a sticky board with at least three sticky sections from left to right, corresponding to “who sends the food,” “what food is sent,” and “who receives the food.” Stick the wolf on the right section of the board. The left side will be used for “who” is sending the food, and the middle sticky section is for the “food.”

Have the sticky board, the characters, and the food cards ready. Stick the wolf card on the right side of the board. Hand a character card and a food card to each child so that she/he can answer their peers' questions. Each child answers a question and puts the corresponding cards on the board. Children will take turns having grandma, Little Red Riding Hood, and the hunter send things to the wolf. The purpose of the game is to SEND food to the wolf.

Today we are going to SEND many things to the wolf. Each one of you will SEND something to the wolf. You can choose to be the hunter, Little Red Riding Hood, or grandma. Then you will choose what to SEND. You can SEND him (name the food items). First, it is my turn. I choose to be Little Red Riding Hood. She is going to SEND a piece of meat to the wolf. (Put Little Red Riding

Hood and the meat cards on the board.) Now it is your turn.

- ◆ What is Little Red Riding Hood doing? What is she SENDING to the wolf?

If the answer is one word such as "bread," say: Yes, a slice of bread!

If the answer is a two-word utterance such as "bread wolf," say: She's SENDING bread to the wolf!

If the answer is a sentence such as "She's SENDING him bread," say: Little Red Riding Hood is SENDING a slice of bread to the wolf. What else can she SEND him?

- ◆ Ask your friend: What is happening now? What is Little Red Riding Hood doing? What does she want to SEND to the wolf?

WEEK 1: LITTLE RED RIDING HOOD/CAPERUCITA ROJA (Figures 7-1 to 7-5)



Figure 7-1. Vocabulary picture for *FOREST*: The forest is a place with many trees growing together, and *BOSQUE*: El bosque es un lugar con muchos árboles que crecen juntos.