

the children to do the same. The next day, Ms. Campbell will guide the children to rewrite the story in Spanish. Then, she'll use the text from the reconstructed story in English and Spanish to make a bilingual big book with photographs she's taken of the children acting out the story in the dramatic play center to illustrate the story. The big book will reside in the classroom library corner for the students to read and re-read to themselves, to one another, and to visitors to the class.

**Teacher Reflection and Next Steps:**

Ms. Campbell brings her observation notes and the reconstructed stories to her collaborative planning time with her TK and K teaching colleagues. She shares the evidence she's collected to explain to her colleagues how she guided her students to use new language and to understand story structure and language features in stories. She also shares that she's noticed that some students have been using some of the new language in their oral retellings and in the stories they dictate to other adults who work in the classroom. One colleague asks Ms. Campbell if she can use the "Three Little Pigs" lesson plan and also if she can observe her the next time she engages her students in a story reconstruction activity.

Sources: Lesson adapted from Derewianka and Jones (2012) and Gibbons, P. (2002)

**Resources:**

Web sites:

- Reading Rockets has ideas for reading aloud (<http://www.readingrockets.org/reading-topics/reading-aloud>).
- D.E.A.R. (drop everything and read) with families short video (<https://www.teachingchannel.org/videos/dear-reading?fd=1>) on <https://www.teachingchannel.org/>.

Recommended reading:

Collins, Molly F. 2012. "Sagacious, Sophisticated, and Sedulous: The Importance of Discussing 50-cent Words with Preschoolers." *Young Children*. NAEYC. (<http://www.naeyc.org/yc/files/yc/file/201211/YCCollins.pdf>)

Shedd, Meagan K., and Nell K. Duke. 2008. "The Power of Planning: Developing Effective Read Alouds." *Beyond the Journal: Young Children on the Web*. NAEYC. (<http://www.naeyc.org/files/yc/file/200811/BTJReadingAloud.pdf>)

### ***Designated ELD Vignette***

Vignette 3.1 illustrates good teaching for all students, with particular attention to the learning needs of ELs and other learners who have specialized learning needs. In addition to good first teaching with integrated ELD, EL children benefit from intentional and purposeful designated ELD instruction that builds into and from ELA and other content instruction. Vignette 3.2 is an example of how designated ELD can build into and from the ELA/literacy instruction described in Vignette 3.1.

#### **Vignette 3.2 Designated ELD Instruction in Transitional Kindergarten Retelling Stories Using Past Tense Verbs and Expanded Sentences**

**Background:**

At the beginning of the year, six of Ms. Campbell's EL students were at the early Emerging level of English language proficiency, and by this point in the year, they're able to express themselves using short sentences and learned phrases when they interact with peers in English. The other six EL children

were at the early Expanding level and are now able to interact using English about a variety of topics and in more extended exchanges. Ms. Campbell and her TK and K colleagues plan their designated ELD lessons at the same time as they plan their ELA and other content area lessons. When they plan, they focus on anticipating their students' language development needs for these content areas, and they make adjustments in future planning, based on what they observe their students doing during lessons.

### Lesson Context:

Ms. Campbell works with her twelve EL children in two small groups of six in order to provide designated ELD instruction that is tailored to their language learning needs. While she works with these small groups, the other children in the class engage in collaborative tasks at learning centers, some of them supervised by parent volunteers. In ELA instruction, Ms. Campbell has just guided her students to rewrite, or jointly reconstruct, the story of "The Three Little Pigs" (see Vignette 3.1). As she observed her students during their oral retellings of the story in English, she noticed that her ELs at the Emerging level of English language proficiency were not always using past tense verbs or expanding their sentences with much detail. She'd like for the children to feel more confident orally retelling stories in general and in using particular language resources to expand and enrich their sentences, as well as past tense verbs, so she plans to focus on these two areas of language in her designated ELD lessons this week. Ms. Campbell's learning targets and the cluster of CA ELD Standards in focus for today's lesson are the following:

**Learning Target:** The students will retell the story in order using past tense verbs and expanded and enriched sentences.

**CA ELD Standards Addressed (Emerging):** *ELD.PI.K.12a - Retell texts and recount experiences using complete sentences and key words; ELD.PII.K.3b - Use simple verb tenses appropriate for the text type and discipline to convey time ... ; ELD.PII.K.4 - Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) ... ; ELD.PII.K.5 - Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) ...*

### Lesson Excerpts:

Ms. Campbell invites the six EL children at the Emerging level of English language proficiency over to the teaching table. She tells them that today, they're going to get to retell the story of the "Three Little Pigs" again, and that this time, they're going to focus on adding a lot of details to their retellings and making sure listeners know that the story happened in the past. She points to the story map, which the class generated the previous week.

The Three Little Pigs				
<b>Characters</b> Three little pigs Big bad wolf Mama pig		<b>Setting</b> The countryside Next to the forest		<b>Problem</b> The wolf wants to eat the pigs, and the pigs don't want to be eaten.
<u>Events</u>				
Once upon a time → ----- → ----- → ----- → ----- → The end				
Orientation	Complication			Resolution
Mama pig says goodbye. The three little pigs go to build their houses.	The first little pig builds a house of straw. The wolf blows it down.	The second little pig builds a house of sticks. The wolf blows it down.	The third little pig builds a house of bricks. The wolf can't blow it down.	The third little pig tricks the wolf, and the three pigs live together in the brick house.

Ms. Campbell places the same five pictures the students have already used for orally retelling the story in ELA (see Vignette 3.1) on the table in front of them. She hands each of the children a popsicle stick puppet (three pigs and three wolves). She explains that when there's dialogue, they'll each have a chance to act out how the character is saying the dialogue using the puppets.

Ms. Campbell: Children, let's retell the story together. The first time, I'm going to say what's happening, and then you're going to repeat what I say. I want you to notice how when we tell stories, we use words, or verbs, that tell us the story already happened, or it's in the past. So, we don't say, there *are* three little pigs. We say, there *were* three little pigs because it happened a long time ago.

María: Once upon a time.

Ms. Campbell: Yes, "once upon a time." That means it happened a long time ago. And we don't say, the wolf *blows* the house down because that would mean it's happening right now. It happened a long time ago, so we say, the wolf *blew* the house down. Say that with me – *blew*. I want you to listen for the words, or verbs, that let us know the story happened a long time ago. I'll retell what's happening in each picture, and then you repeat after me. (Pointing to the first picture.) Once upon a time, there *were* three little pigs.

The children repeat what Ms. Campbell says as they retell the story using the pictures. In her retelling, she intentionally models enthusiastic retelling and prosody. She also models the use of expanded sentences (by using descriptive adjectives and prepositional phrases, for example) that contain details about the characters and events.

Ms. Campbell: The *frightened little pig ran into his house*.

Two of the Children: The frighten little pig run to his house.

Ms. Campbell: Let's all say that together. Listen carefully first. The *frightened little pig ran into his house*.

Children (all six together): The *frightened little pig ran into his house*.

After the children have retold the story with Ms. Campbell, she asks them to work in partners to retell the story (one partner has a wolf puppet, and the other has a pig puppet). As the children retell the story, Ms. Campbell listens carefully and provides "just-in-time" scaffolding.

Maria: The pig saw the wolf and he scared and he ran away.

Ms. Campbell: Yes, that's right. And how can we let people who are listening know a little more about the pig and the wolf? Are they little, are they big, are they nice, are they scary?

Maria: The little pig saw the big, scary wolf and he scared. He ran away to his house.

Rafael: The wolf huff and he puff and he blew the house down.

Ms. Campbell: That's wonderful that you said *blew*, Rafael! That lets us know the story happened in the past. But remember we have to show with all the action words that the story happened in the past, or a long time ago, so we have to say the wolf *huffed* and he *puffed* and he *blew* the house down. Say it with me.

Ms. Campbell stresses the -ed suffix in the words "huffed" and "puffed" to make sure Rafael hears the endings, and she has him say the sentence with her to make sure he has guided practice. She doesn't correct everything the children say, as she knows this might make them feel overly self-conscious and detract from their focus on meaning making. Instead, she is strategic with her corrective feedback and focuses primarily on past tense verbs and expanded sentences.

As the children retell the story, Ms. Campbell uses a rubric based on the CA ELD Standards, to guide her observation of their oral retellings. The rubric provides her with information about individual students' progress in particular areas of English language development, and this information helps her plan subsequent lessons intentionally and provide strategic scaffolding during instruction.

**Teacher Reflection and Next Steps:**

Based on information from her oral retelling observation rubric, Ms. Campbell makes a note to continue to work on past tense verbs and expanded sentences with these six children in designated ELD for the rest of the week. She also makes a note to listen to the children carefully over the next couple of weeks as they retell stories during ELA instruction and at literacy stations to see if they use past tense verbs and expand their sentences independently.

Ms. Campbell sends home with all of the children in the class a packet that contains the five pictures from the story, the popsicle stick puppets of the wolf and pig, and the text of “The Three Little Pigs” in English and in Spanish with ideas for parents to read aloud and facilitate oral retellings at home in both languages. For the six EL children in today’s lesson, she adds additional instructions for parents in Spanish asking them to support their children to use past tense verbs and expanded sentences in their oral retellings in English.

Source: Lesson adapted from Derewianka and Jones (2012)

**Resources**

Web sites:

- Colorín Colorado has resources for ELs ([http://www.colorincolorado.org/educators/ell\\_resources/prek/](http://www.colorincolorado.org/educators/ell_resources/prek/)) in preschool and TK (<http://www.colorincolorado.org>).
- NAEYC has many “Messages in a Backpack” (<http://www.naeyc.org/tyc/backpack>) in both English and Spanish about how families can support their children’s language and literacy development (<http://www.naeyc.org>).

Recommended reading:

Berkowitz, Doriet. 2011. “Oral Storytelling: Building Community through Dialogue, Engagement, and Problem Solving.” *Young Children*. March: 36-40.  
(<http://www.naeyc.org/tyc/files/tyc/file/V5I2/Oral%20Storytelling.pdf>)

**Conclusion**

The information and ideas in this grade-level section are provided to guide teachers of transitional kindergarten children in their instructional planning. Recognizing California’s richly diverse student population is critical for instructional and program planning and delivery. Teachers are responsible for educating a variety of learners, including **advanced learners, students with disabilities, ELs at different English language proficiency levels, Standard English learners**, and other **culturally and linguistically diverse learners**, as well as **students experiencing difficulties** with one or another of the themes presented in this chapter (meaning making, effective expression, language development, content knowledge, and foundational skills).

It is beyond the scope of a curriculum framework to provide guidance on meeting the learning needs of every child because each child comes to teachers with unique needs, histories, and circumstances. Teachers need to know their students well through appropriate assessment practices and collaborations with families in order to design