G.L.A.D. Resource Book
(Guided Language Acquisition Design)

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G.L.A.D. Strategy descriptions are from the Pasco School District's G.L.A.D. Website. Strategy photos taken of Main Street Elementary Teachers class work and from the 5-Day and 2-Day G.L.A.D. trainings.

Section I
Focus and Motivation Strategies

- Cognitive Content Dictionary
- Exploration Report
- Observation Chart
- Teacher Made Big Books
- Inquiry Charts
- Awards

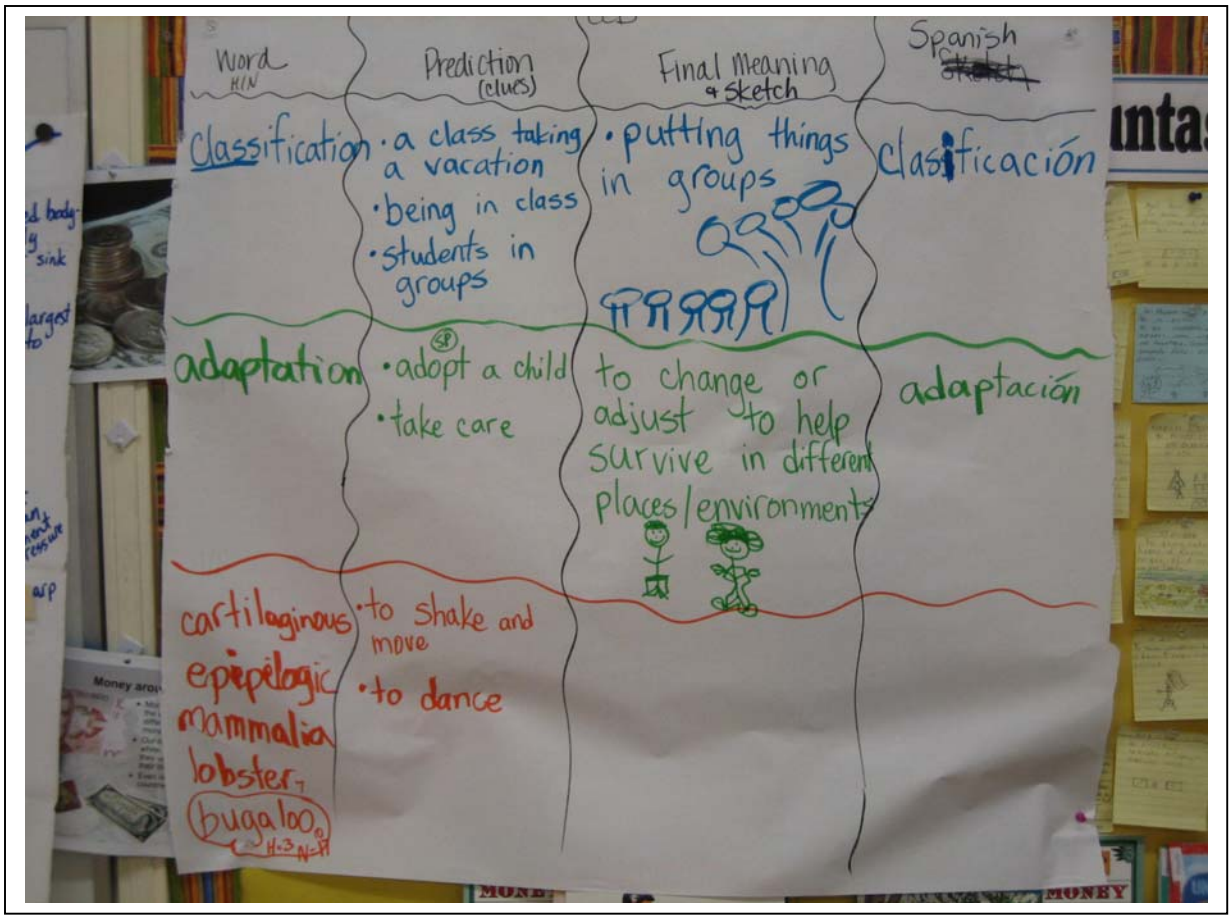
Cognitive Content Dictionary or Picture Dictionary

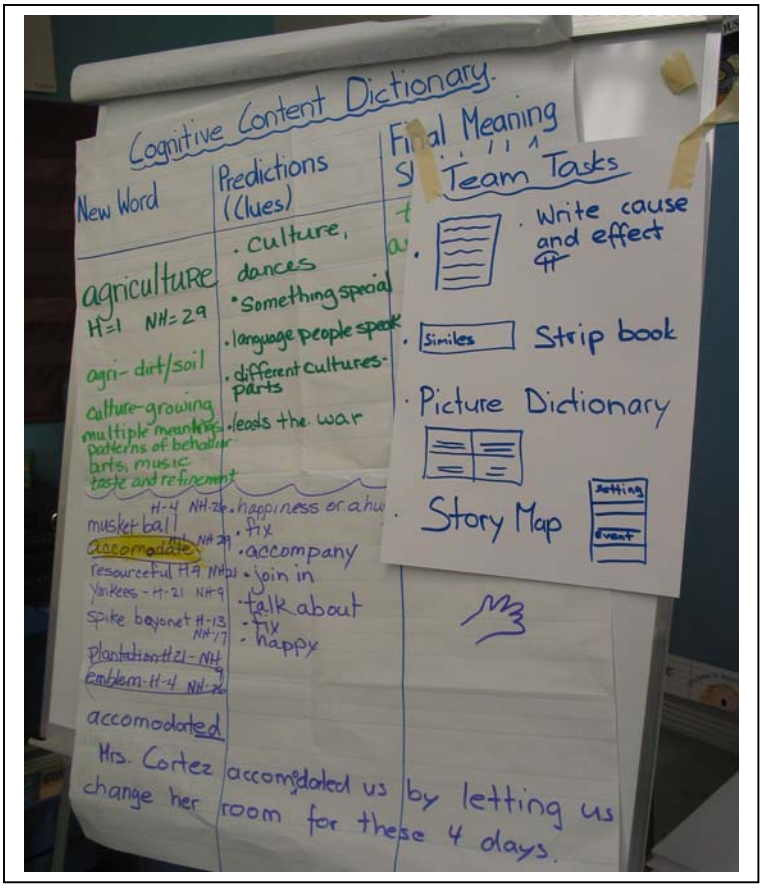
- Involves students in metacognition
- Builds vocabulary
- Aids in comprehension
- Picture dictionary generally for younger students

Step-by-Step

1. Teacher selects word from unit vocabulary (This word becomes the signal word for the day/week)
2. Later students select word by voting
3. Students predict meaning of selected word
4. Write or sketch something that will help them remember the meaning.
5. Use the word in a sentence.
6. This activity is done whole class, in teams and individually

Cognitive Content Dictionary (CCD)





Exploration Report

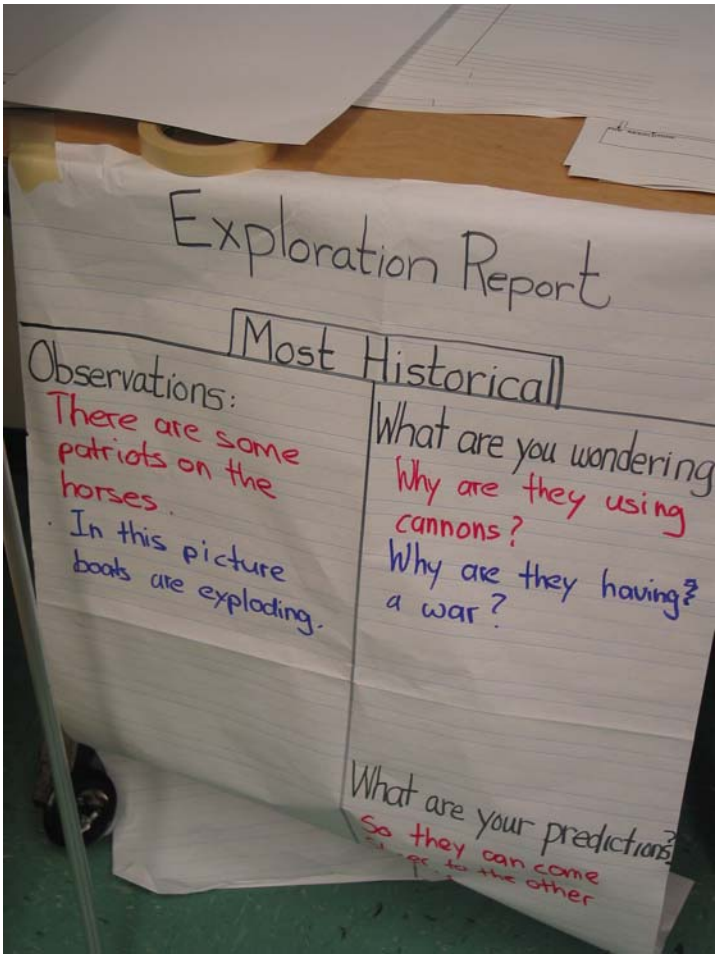
- Provides students with the opportunity for increased team building
  - Consensus of team
  - Provides opportunity to negotiate for meaning
- A type of inquiry chart
- Gives indication of background knowledge
- Basis for scaffolding vocabulary and meaning of information for unit

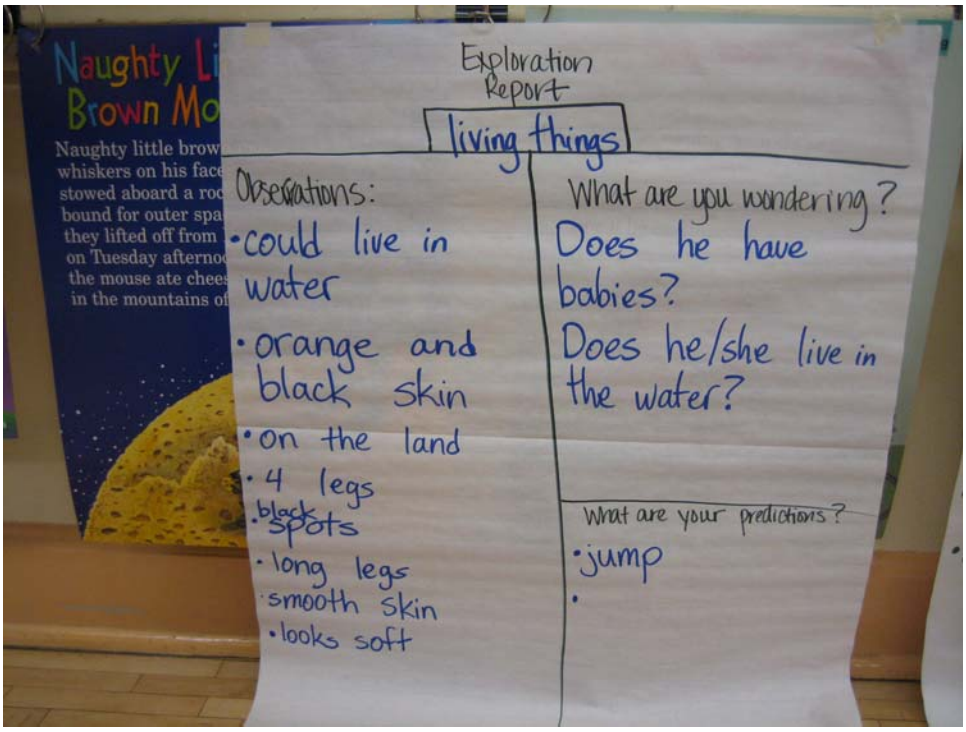
Step-by-Step

1. Use real photos, in color, if possible
2. Choose high interest photos
3. Use the Exploration report as the first team activity as an introduction to the unit
4. Select 2-3 photos for each team
5. Each team will then decide on one photo to report on
6. Each team must then decide on an observation, a question and a prediction that they will report to the class

7. **The teacher will then ask each team for their observation, recording the observation in the color that represents each team.**
8. **The teacher will then record each teams question in the representing colors**
9. **The teacher will then record each team's prediction in the corresponding colors.**
10. **The teacher uses the report to determine background knowledge.**
11. **The teacher can revisit the report as the unit progresses and information is learned.**

Exploration Report





Observation Charts

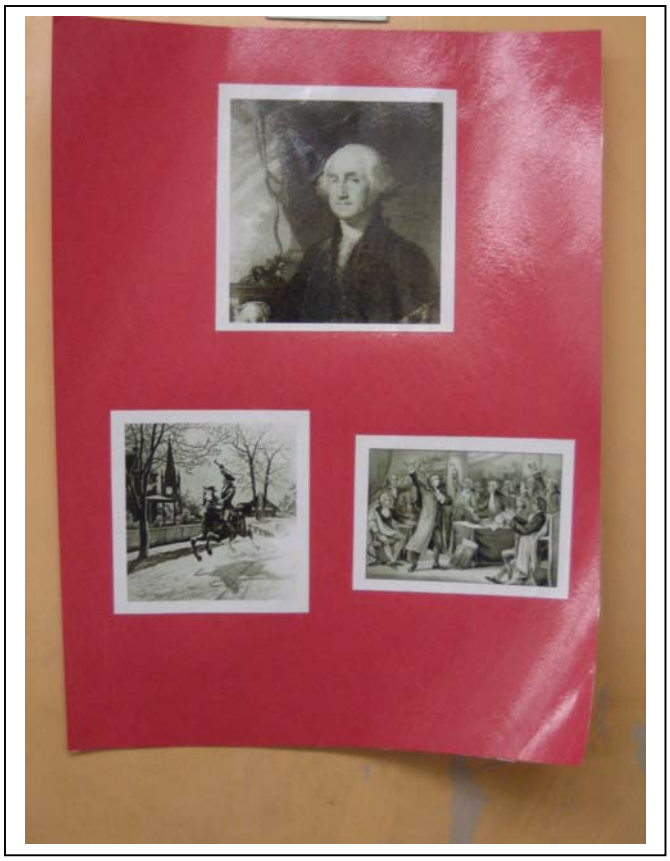
- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

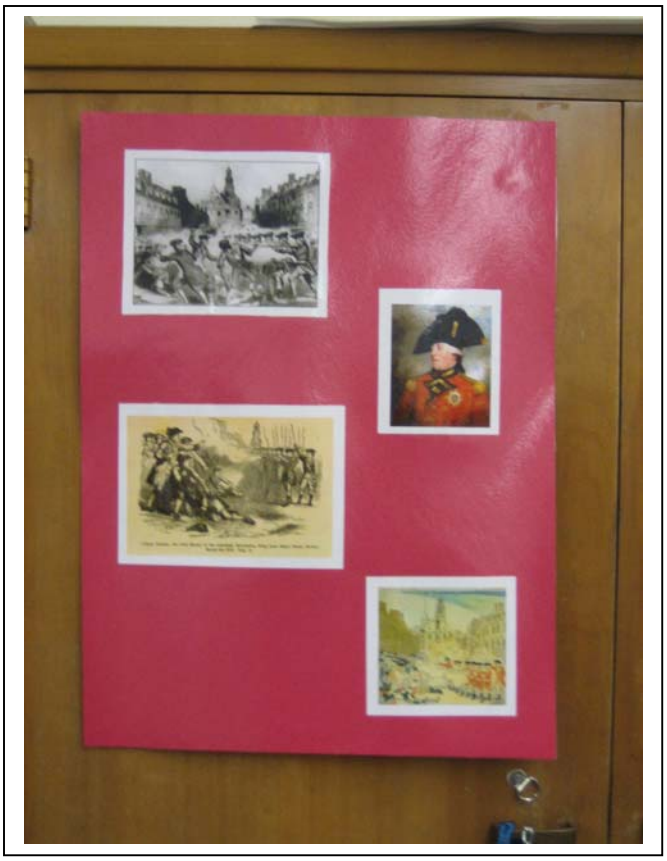
Step-by-Step

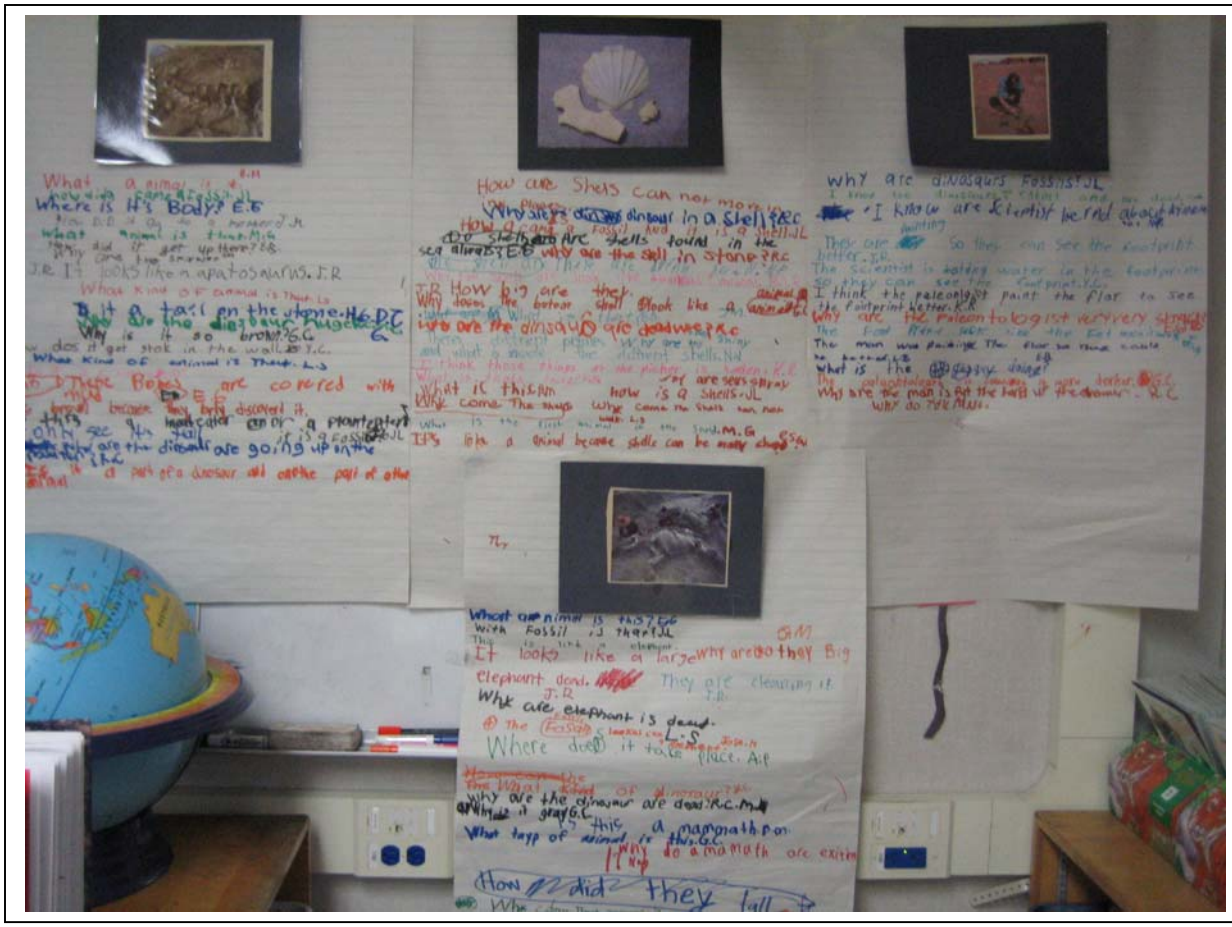
1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
    - an observation
    - a question
    - a comment

5. Teacher uses the chart to assess background knowledge and students' interests.
6. Revisit the charts to monitor growth.

Observation Charts







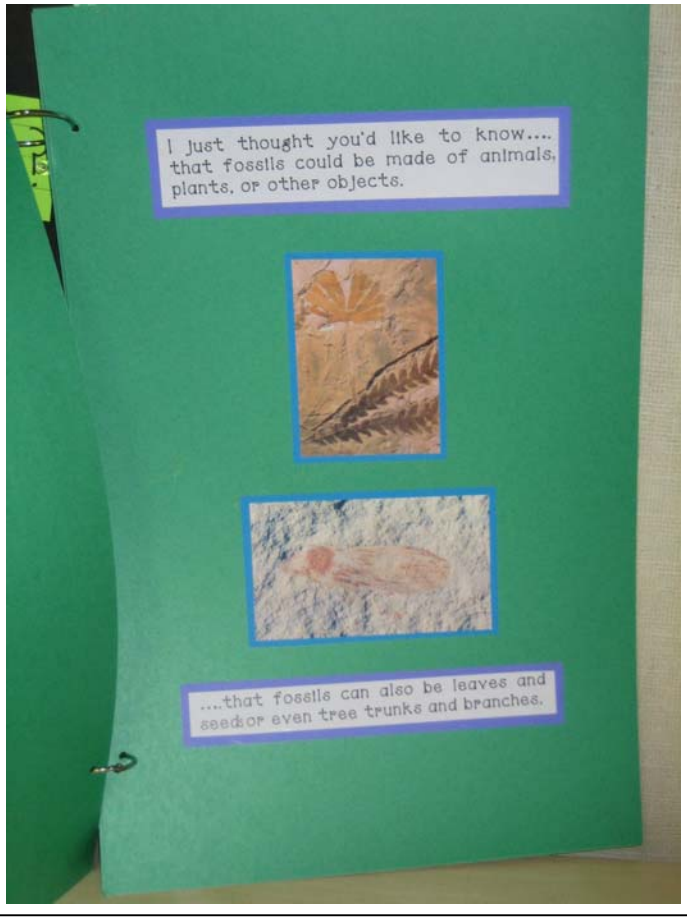
Teacher-Made Big Books

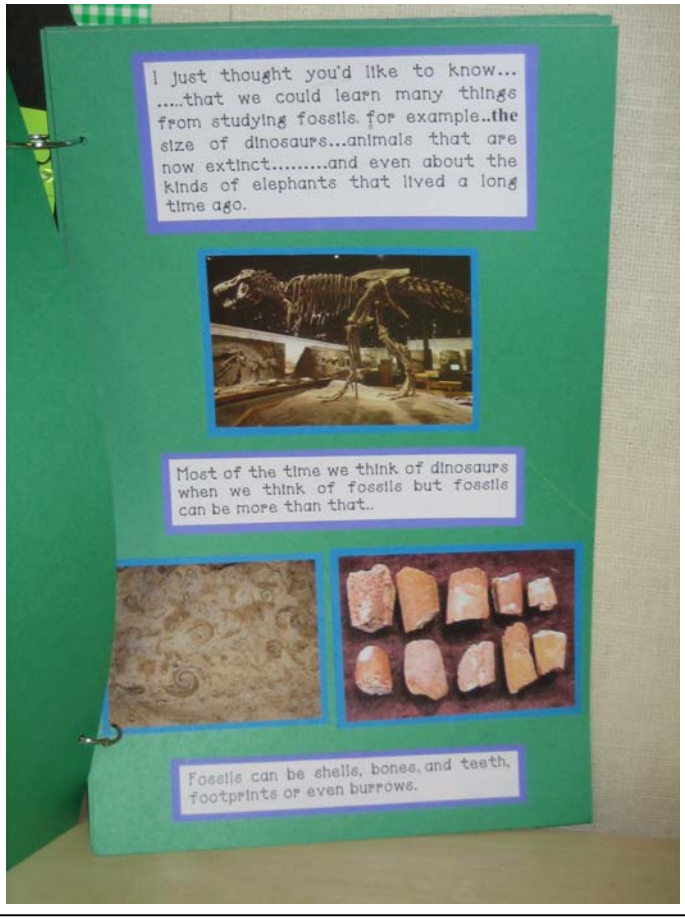
- Directly focus on content standards of the unit
- Imbed important concepts and vocabulary
- Expose students to comprehensible expository text
- Patterned text gives access to all students

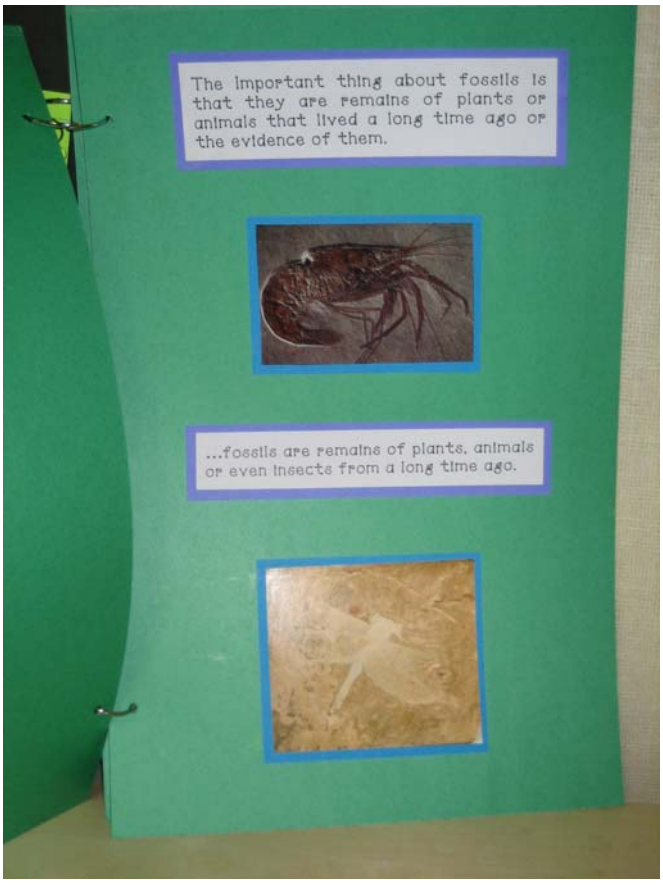
Step-by-Step

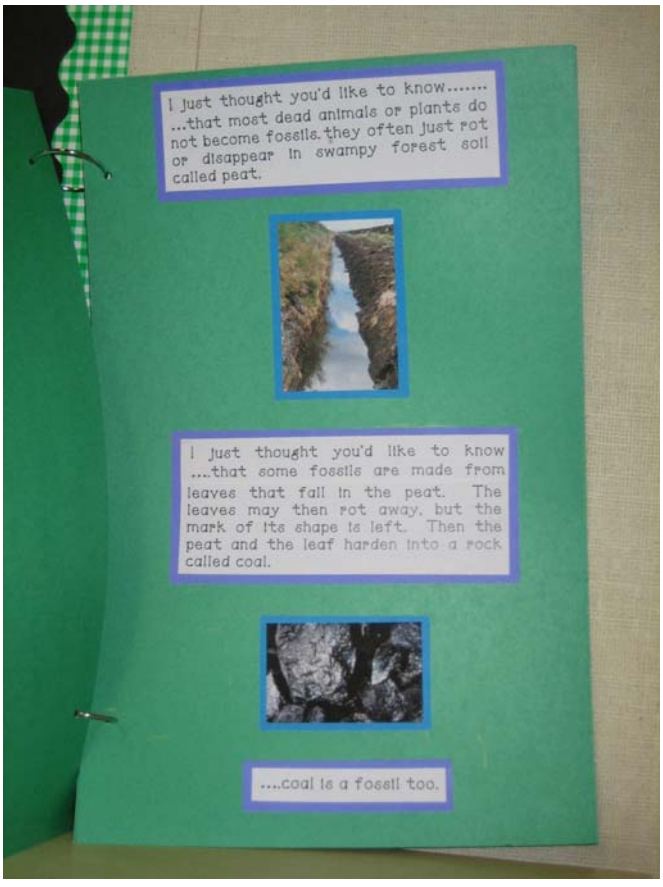
1. Choose key concepts and vocabulary.
2. Choose a frame or pattern.
    - *The Important Book*
    - *I Just Thought You Would Like to Know*
    - *Brown Bear, Brown Bear*
    - *When I Was Young*
    - *I Remember When*
3. Use real pictures and photos.

Big Books

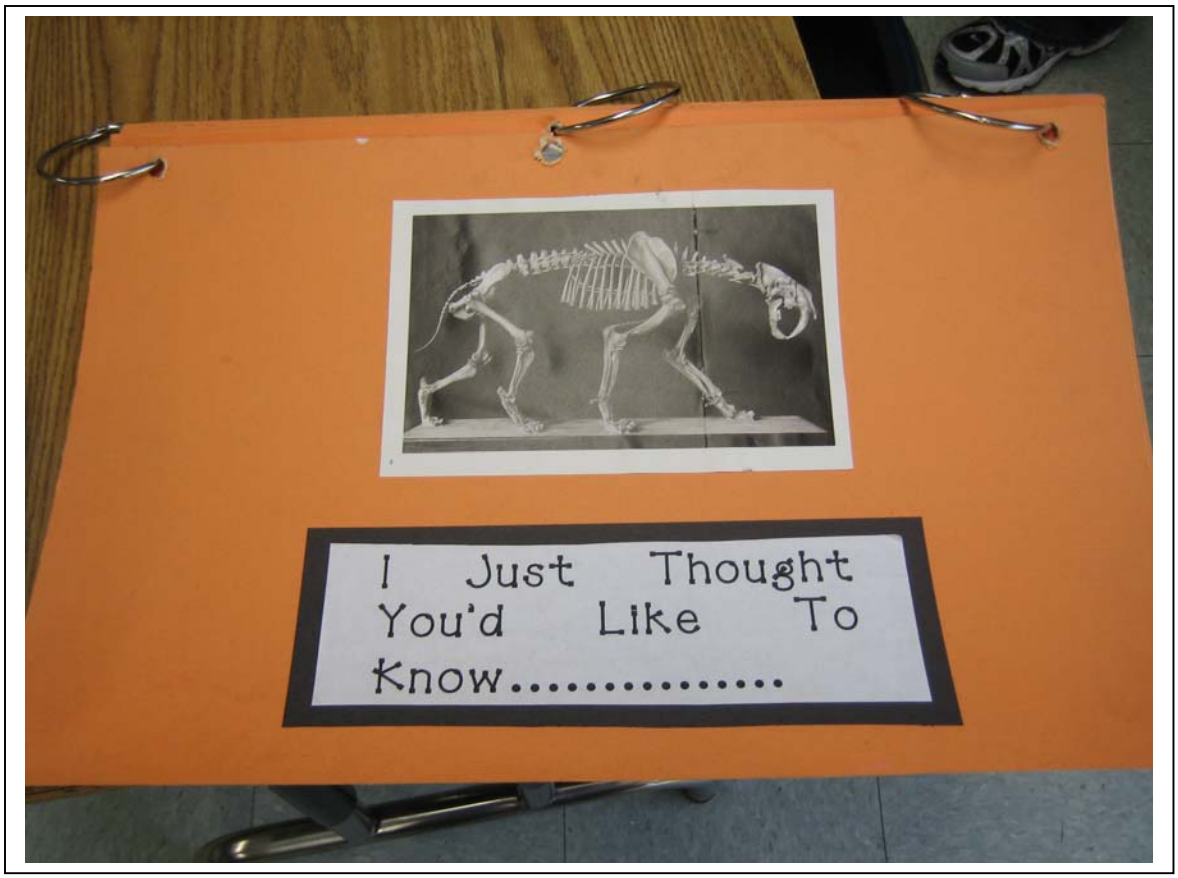

I just thought you'd like to know....
that fossils could be made of animals,
plants, or other objects.
....that fossils can also be leaves and
seedsor even tree trunks and branches.

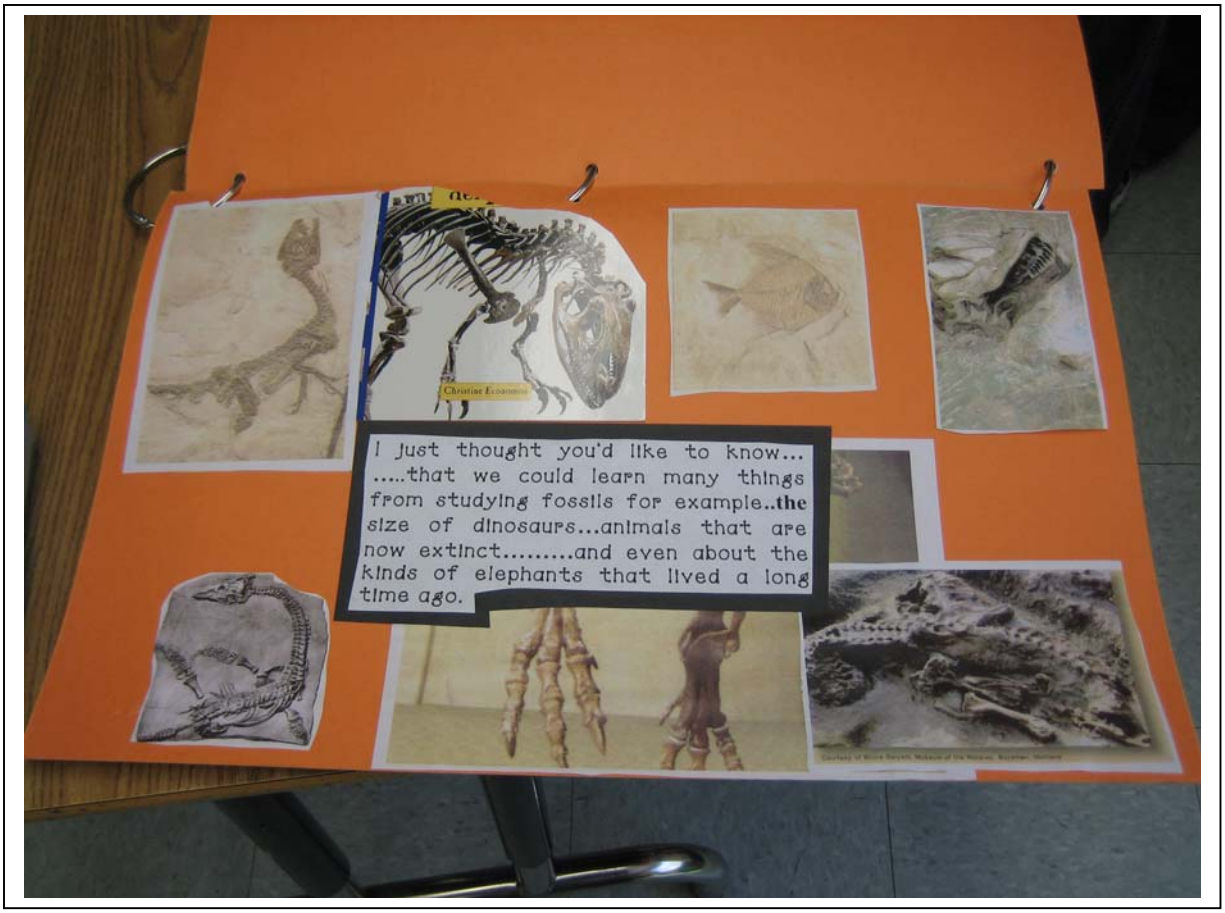

I just thought you'd like to know...
.....that we could learn many things
from studying fossils. for example..the
size of dinosaurs...animals that are
now extinct.....and even about the
kinds of elephants that lived a long
time ago.
Most of the time we think of dinosaurs
when we think of fossils but fossils
can be more than that..
Fossils can be shells, bones, and teeth,
footprints or even burrows.


The important thing about fossils is
that they are remains of plants or
animals that lived a long time ago or
the evidence of them.
...fossils are remains of plants, animals
or even insects from a long time ago.


I just thought you'd like to know.....
...that most dead animals or plants do
not become fossils. they often just rot
or disappear in swampy forest soil
called peat.
I just thought you'd like to know
....that some fossils are made from
leaves that fall in the peat. The
leaves may then rot away, but the
mark of its shape is left. Then the
peat and the leaf harden into a rock
called coal.
....coal is a fossil too.

Big Books


I Just Thought
You'd Like To
Know.....


I just thought you'd like to know...
.....that we could learn many things
from studying fossils for example..the
size of dinosaurs...animals that are
now extinct.....and even about the
kinds of elephants that lived a long
time ago.

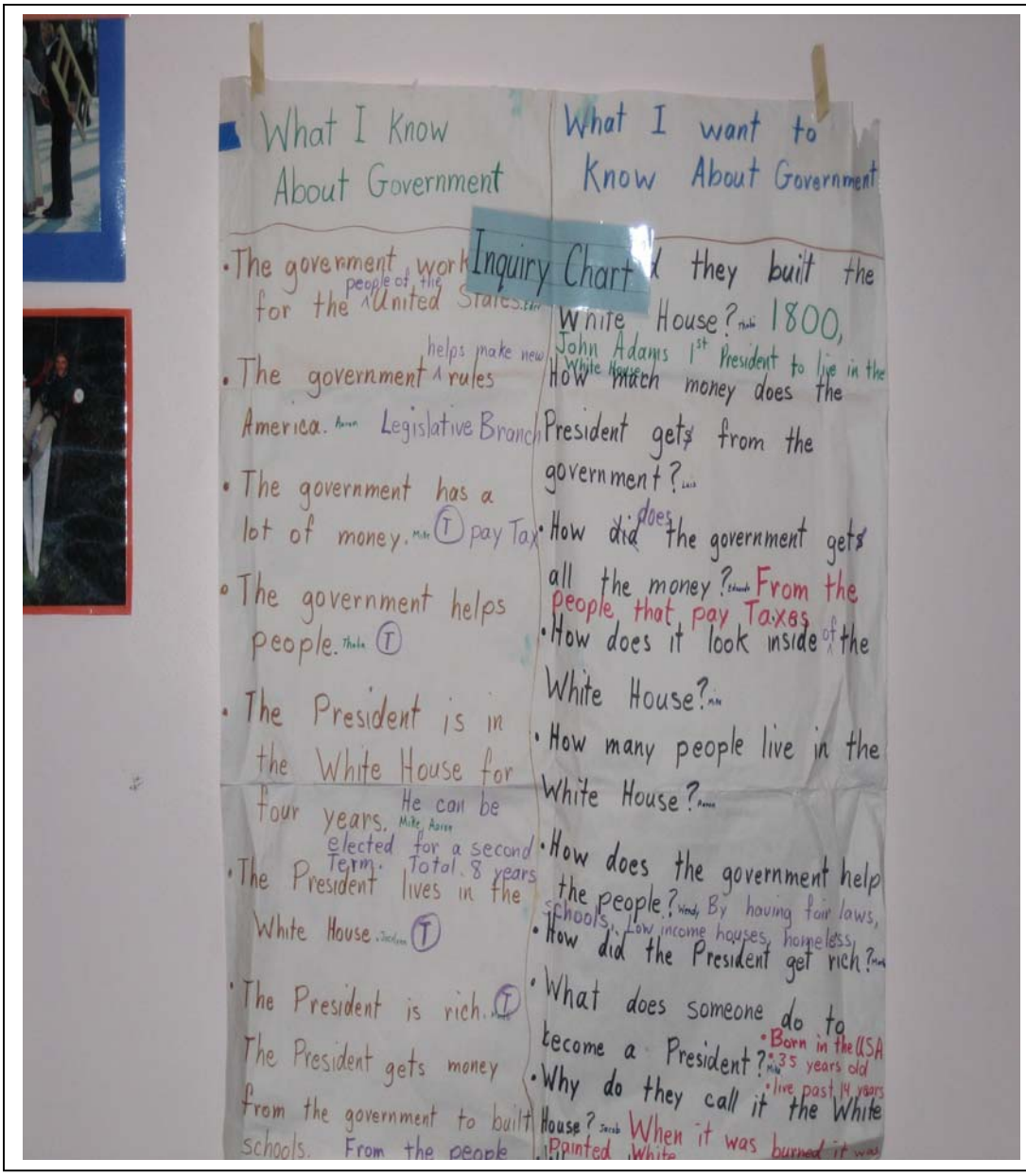
Inquiry Charts

- From the inquiry method approach to science
- Think, predict, hypothesize
- Assess and activate background knowledge
- Address misconceptions
- Teach revision and learning as a continuous process
- Model reading and writing
- Think KWL

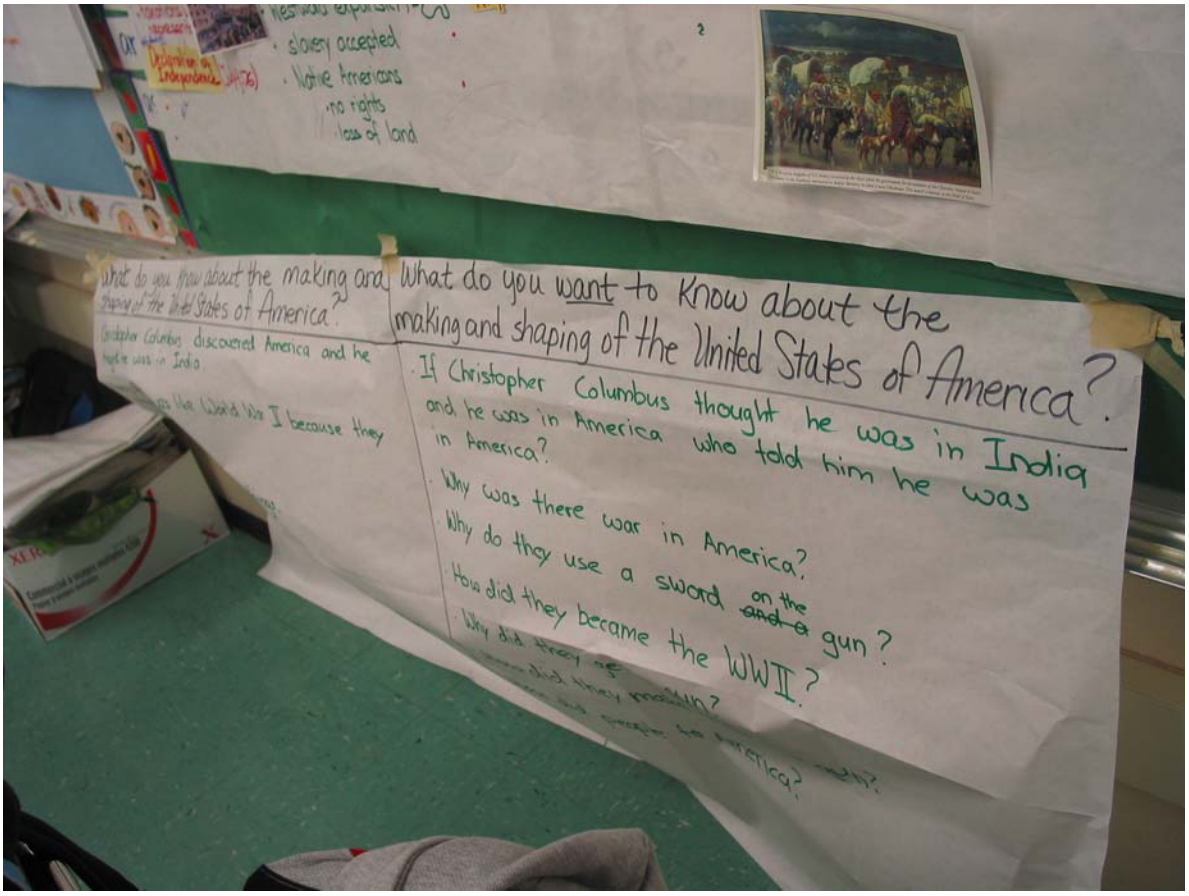
Step-by-Step

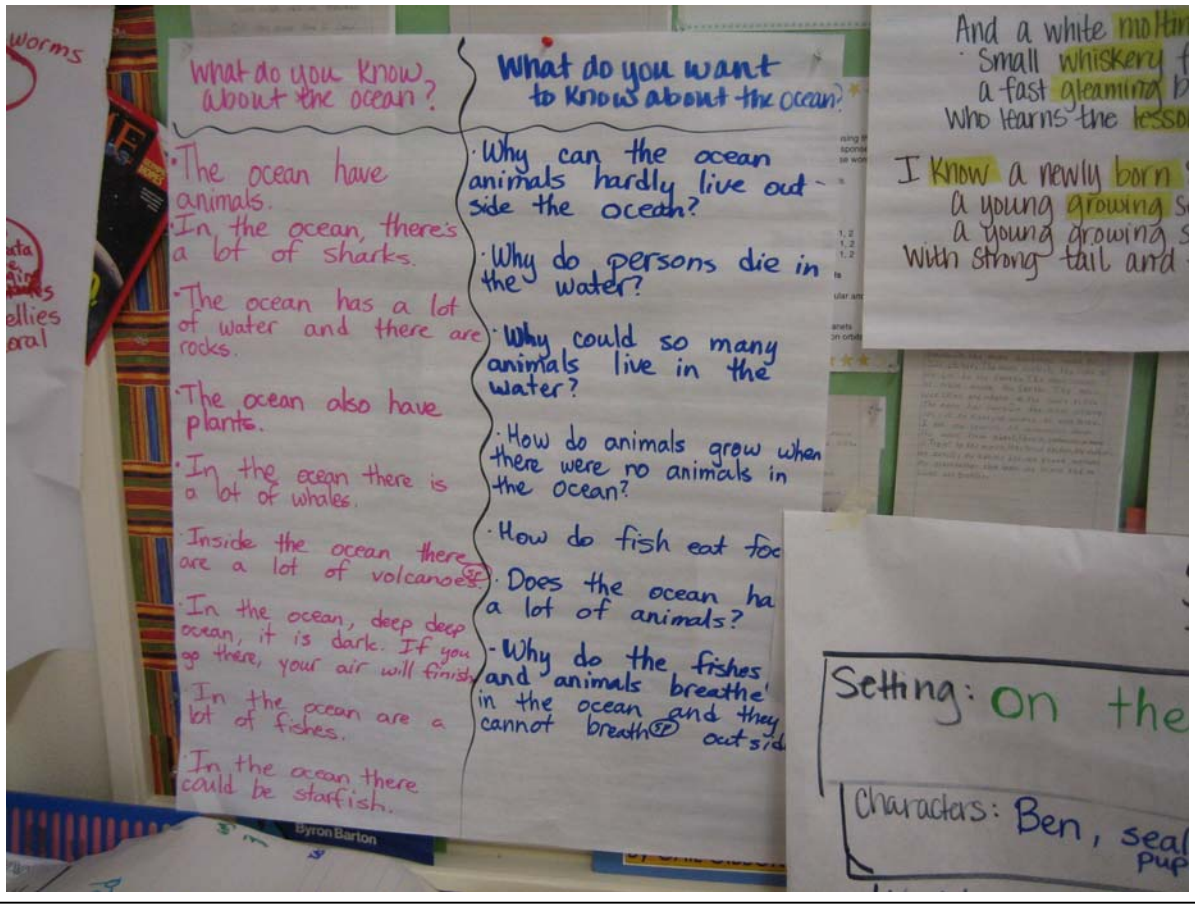
1. Record students' comments using their words.
2. Record students' names after their comments. (primary)
3. Revisit the inquiry chart often.
4. Use a different color marker each time you revisit.
5. When revisiting, ask students to site the source of their new information.

Inquiry Charts



Inquiry Charts





Super Scientist Awards

Historian Awards

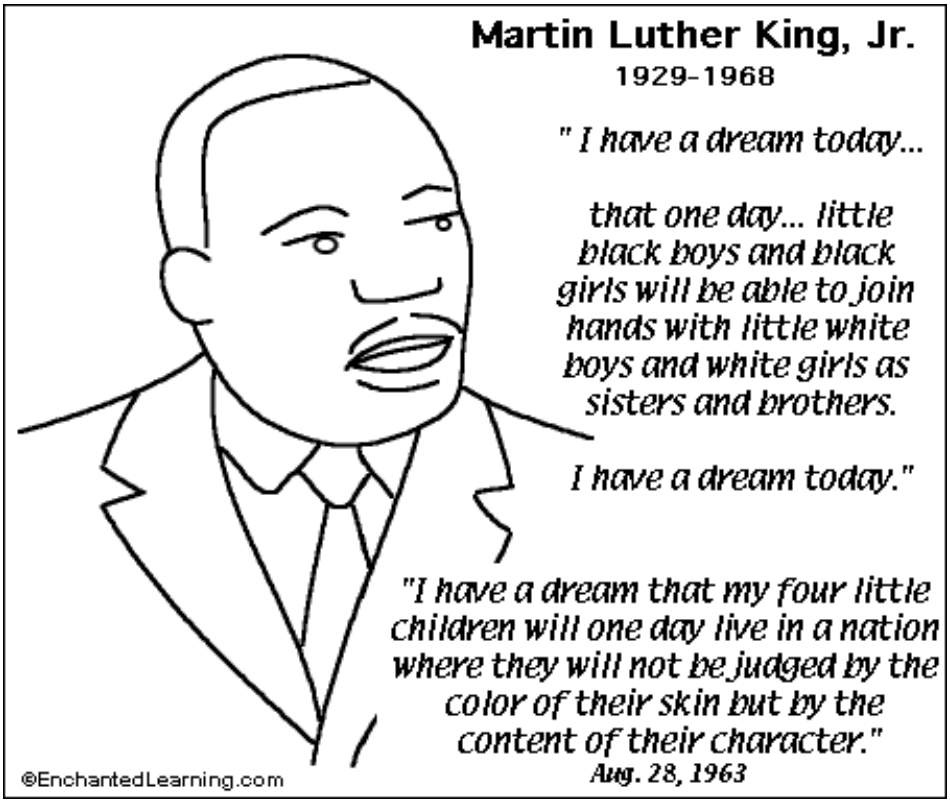
- Behavioral management tool
- Connected to the standards
- Individual personal standards

  - Make good decisions
  - Show respect
  - Solve problems

Step-by-Step

1. Use real pictures/photos related to the unit.
2. Label the pictures with unit vocabulary.
3. Teacher specifies what the student did to earn the award.
4. Enlist the help of student monitors to give awards. Students verbalize the reason for earning awards.

Historian Awards



Historian Award

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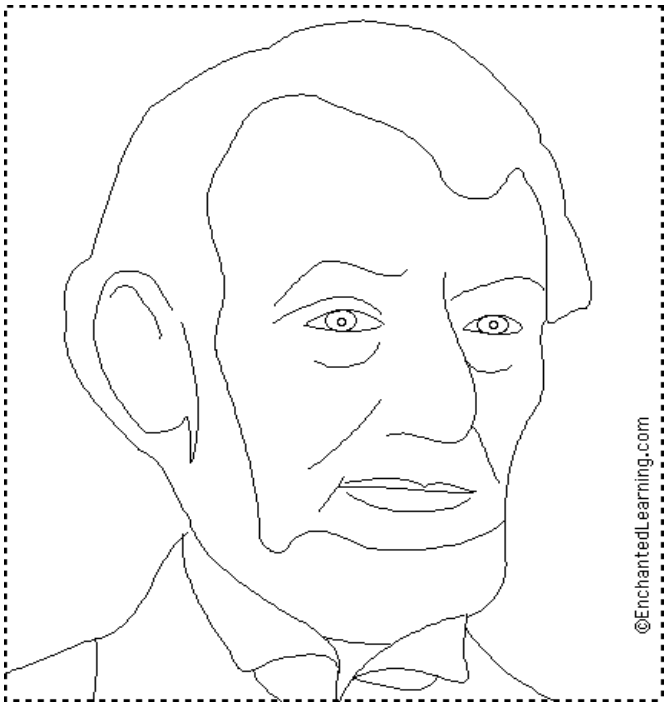
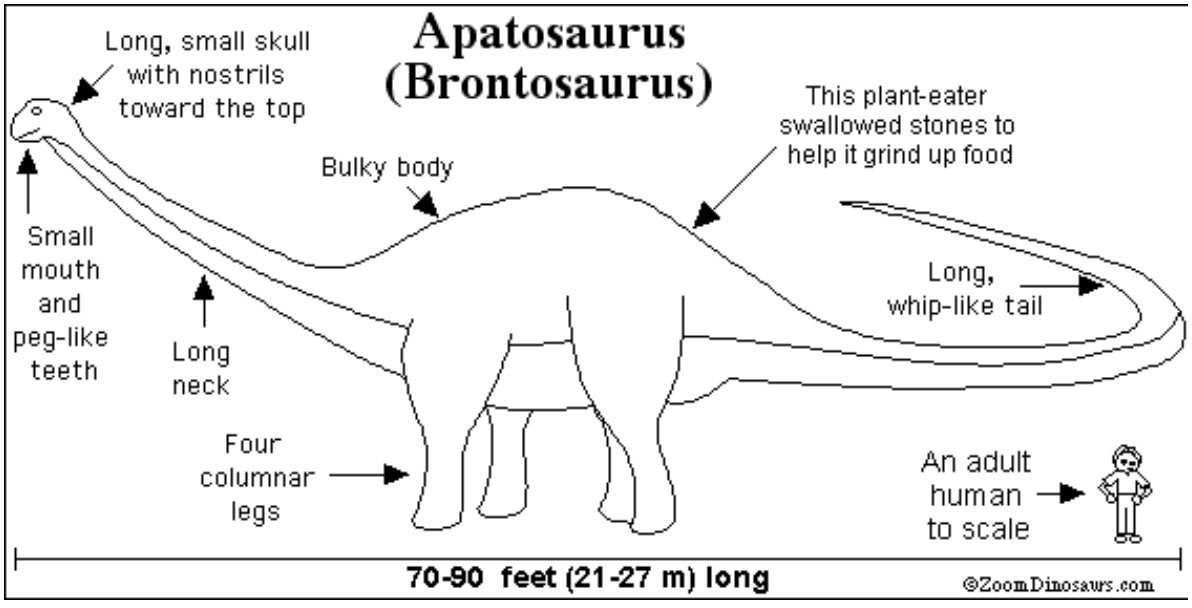


Super Scientist Awards

Super Scientist!



You are a Super Scientist!

Section II
Input Strategies

- Pictorial Input
- Comparative Input
- Narrative Input

Pictorial Input Chart

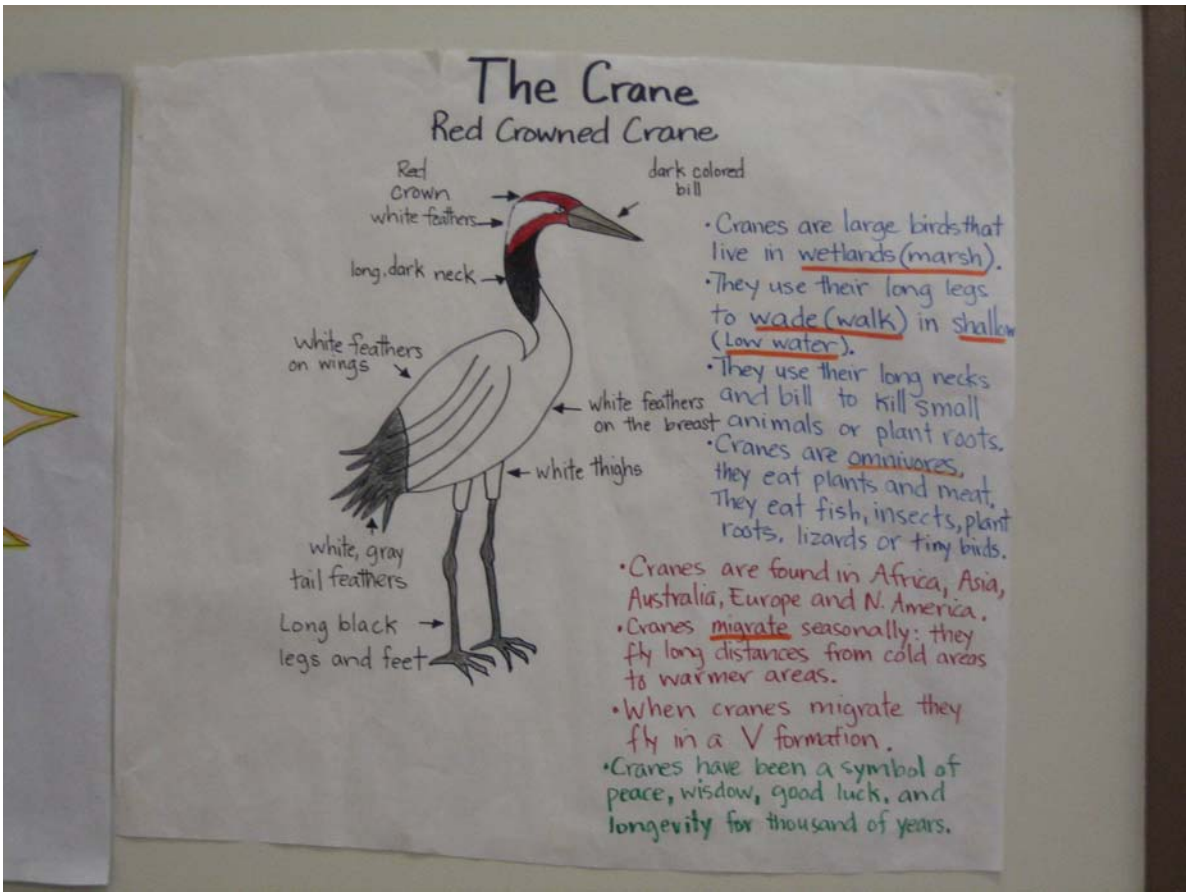
- Make vocabulary and concepts comprehensible
- Drawn in front of the students for brain imprinting
- Organizes information
- Becomes a resource for students

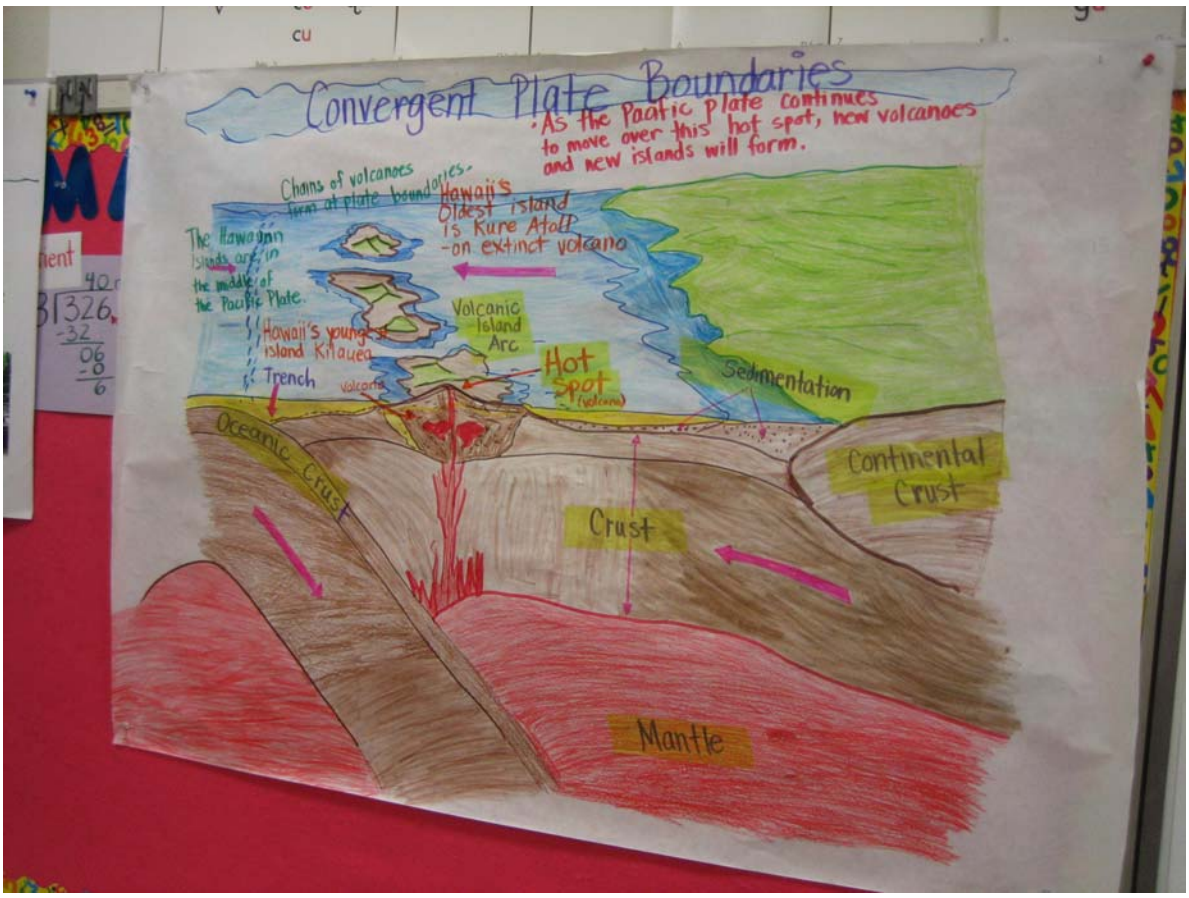
Step-by-Step

1. Use to illustrate unit vocabulary and concepts.
2. Resources for pictorials include: textbooks, expository children's books (Eyewitness Explorers series) websites (www.enchantedlearning.com), teacher resource books.
3. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.

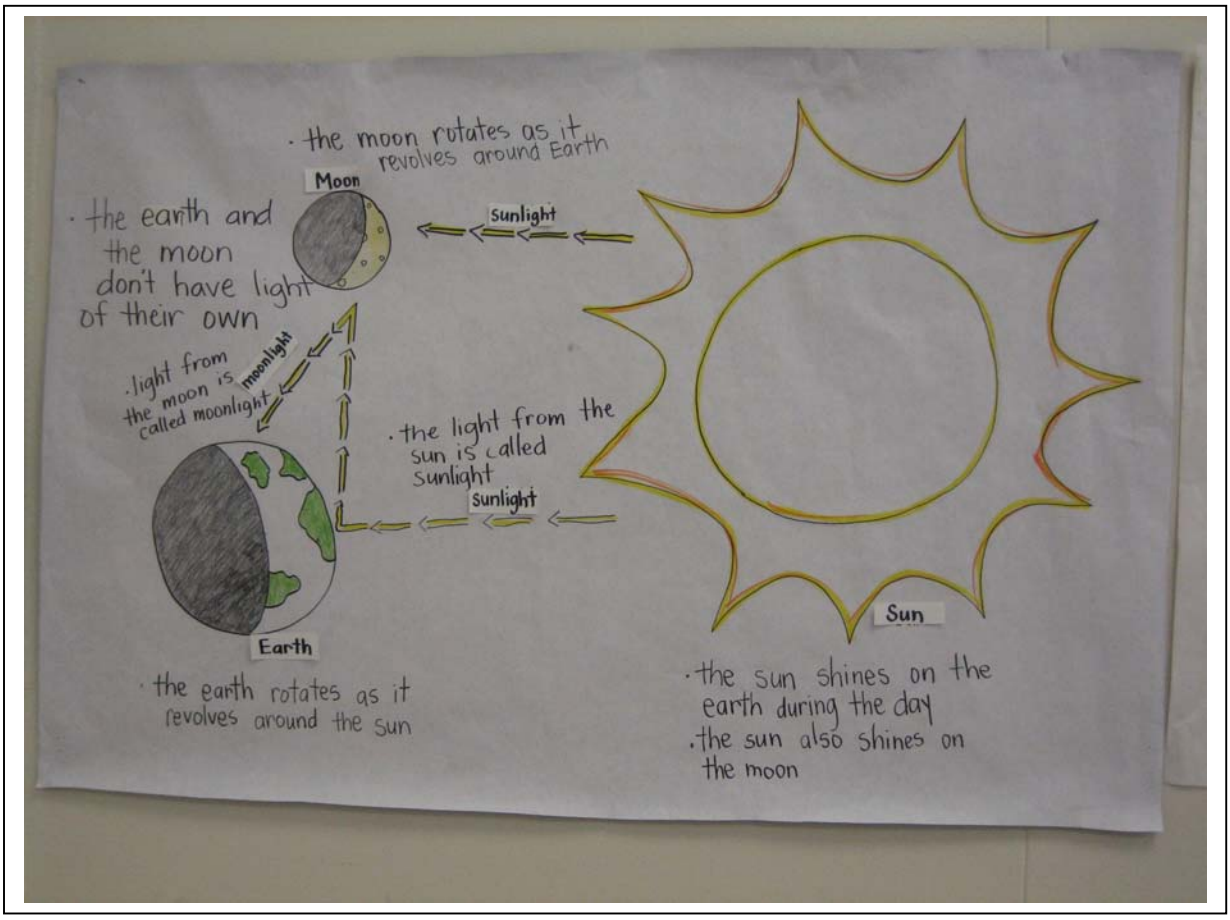
4. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
5. Revisit to add word cards and review information.
6. Creates LANGUAGE FUNCTIONAL ENVIRONMENT.
7. Allow students to color pictorials.
8. At the end of the unit, make a master to use next year, and then raffle the pictorials

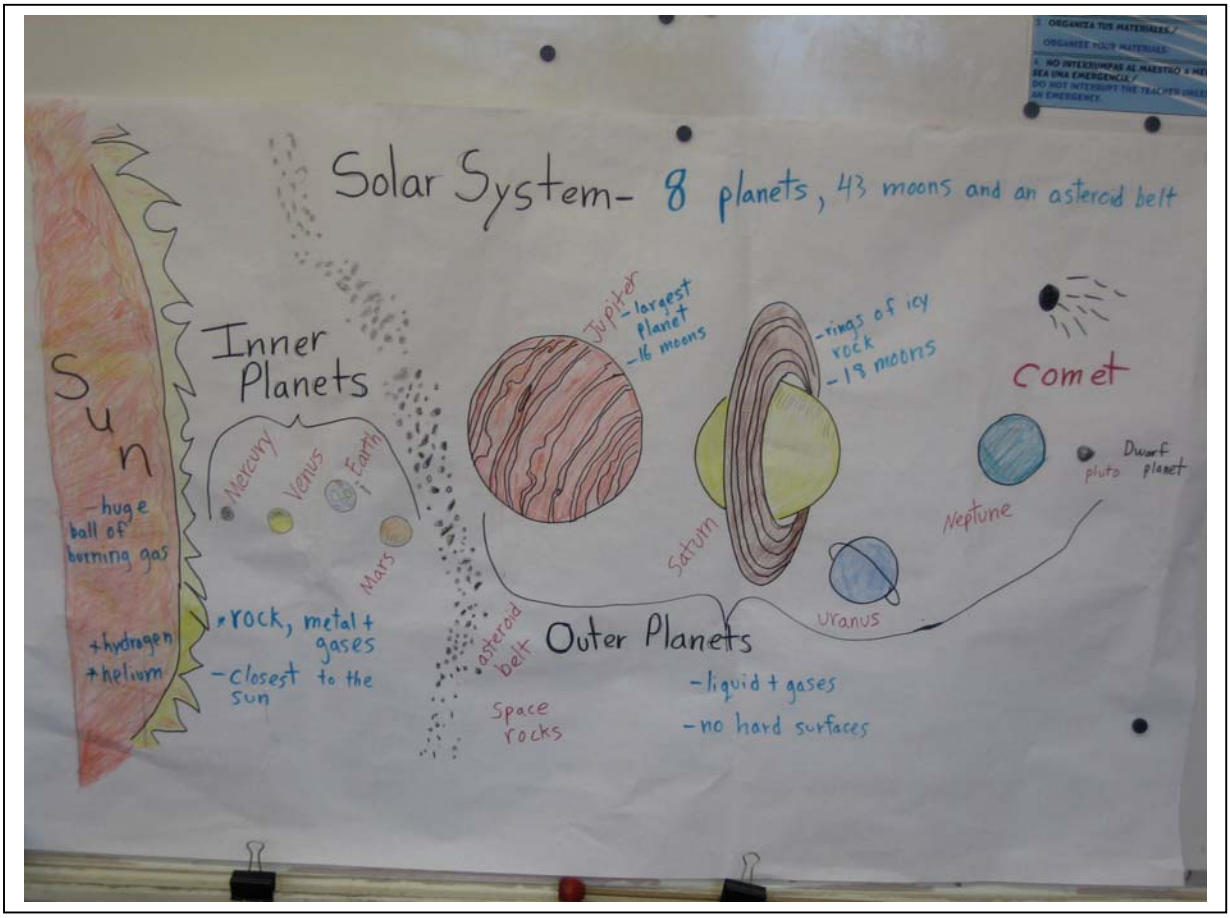
Pictorial Input Charts





Pictorial Input Charts





Comparative Input Chart

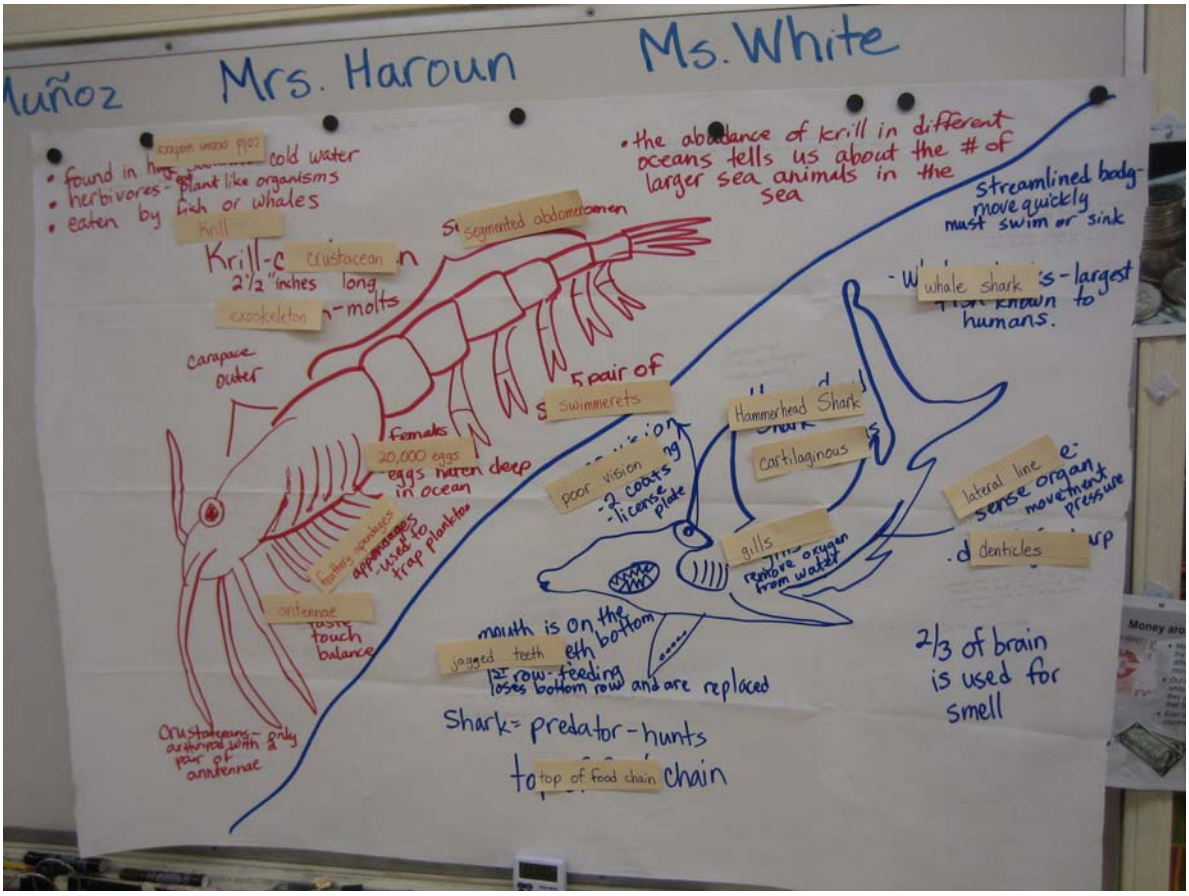
- A variation of the pictorial
- Compares and contrasts two objects, animals, or people
- A pictorial form of a Venn diagram
- Information can be comprehensibly presented with the comparative, taken to a Venn diagram, and finally to writing

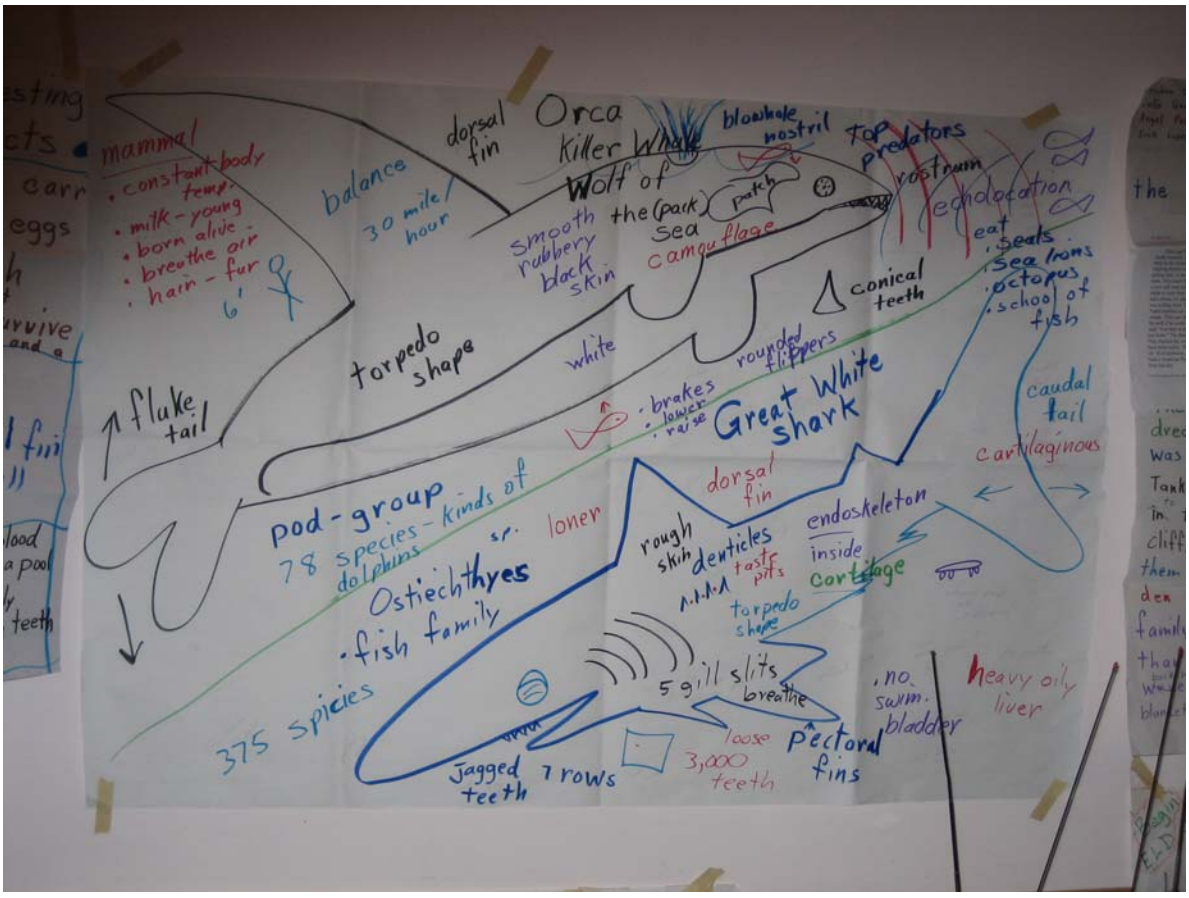
Step-by-Step

1. Follow the same procedure as the pictorial, but choose two objects, animals, or characters that lend themselves to compare/contrast.
2. Revisit the comparative to add word cards and review information.
3. Consider extending the comparative by recording the key points and vocabulary on a Venn diagram.

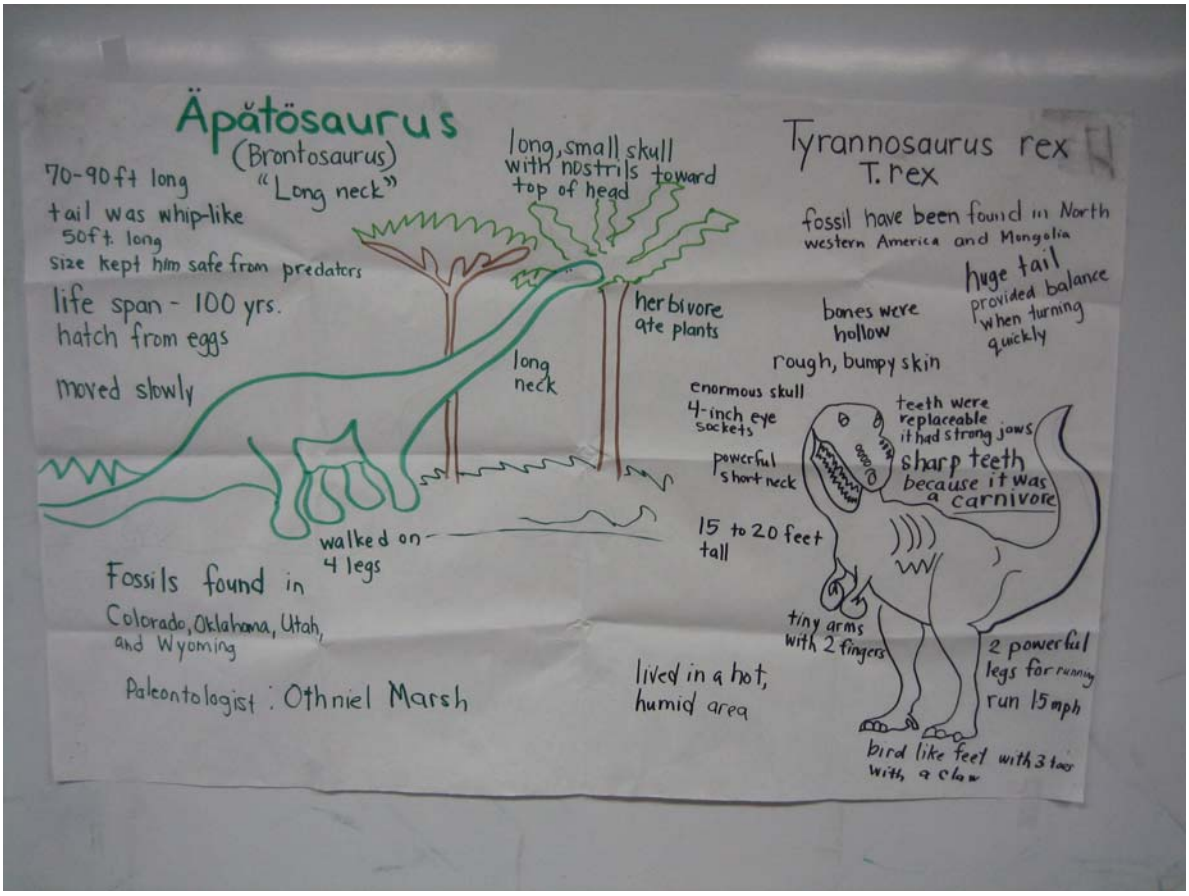
4. **Use the comparative and/or Venn diagram as the graphic organizer for a compare/contrast piece of writing.**

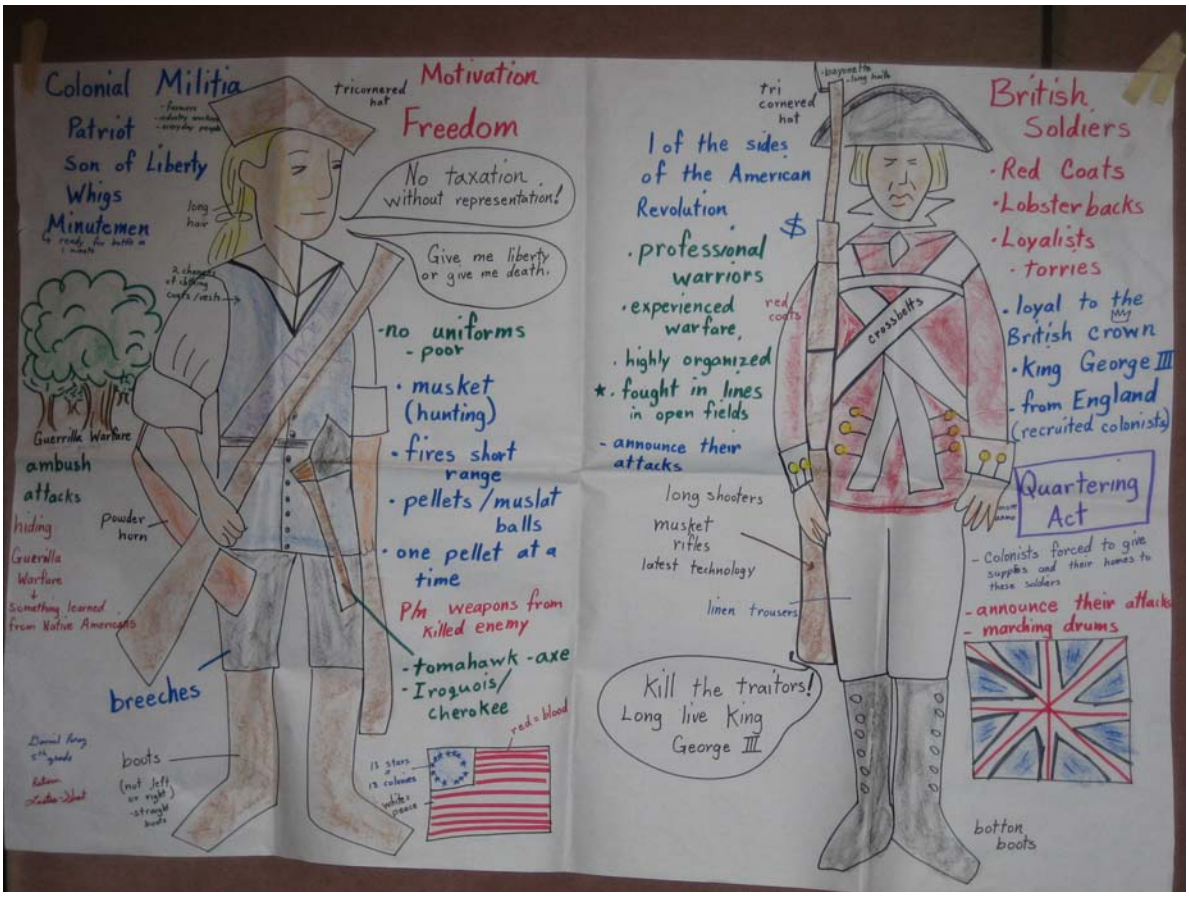
Comparative Input Chart





Comparative Input Charts





Narrative Input Chart

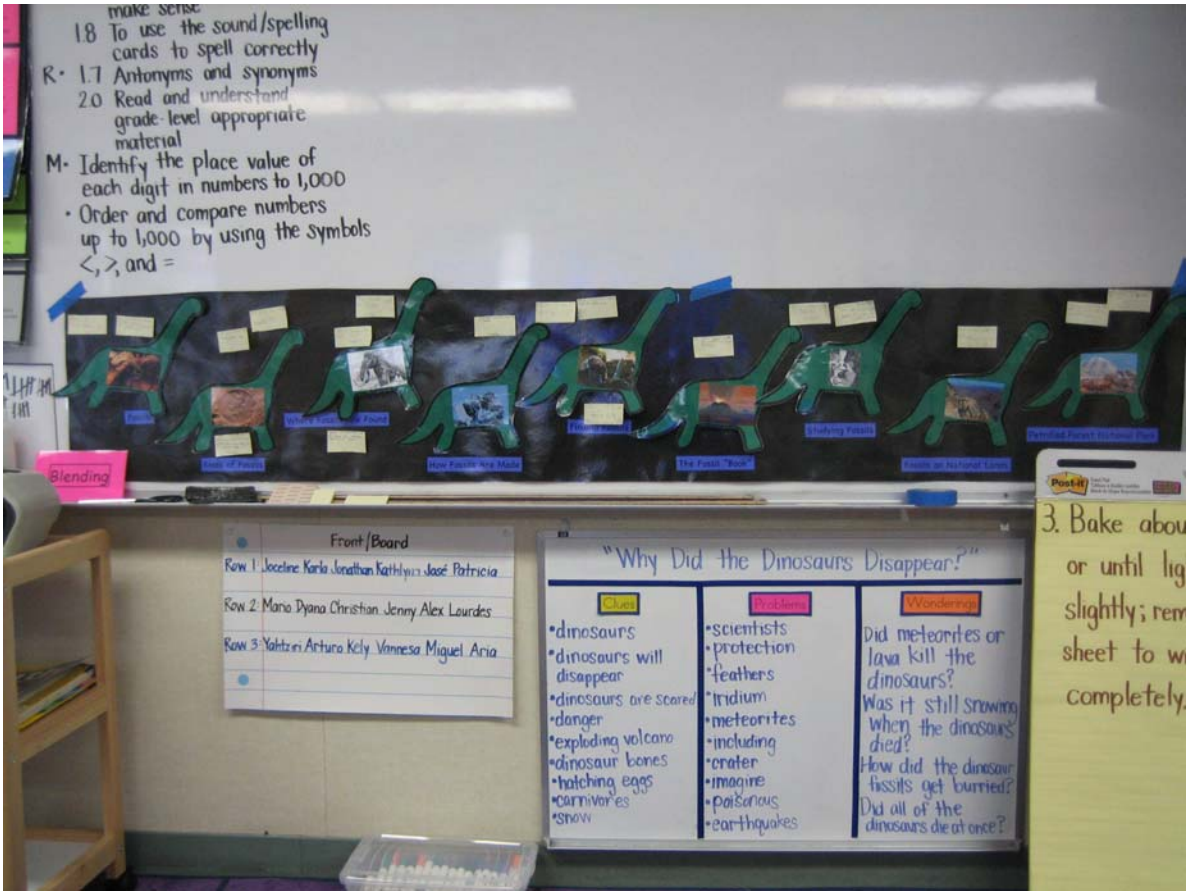
- High level, academic language and concepts are used but put into a story or narrative format
- The story format allows for increased comprehension of academic concepts
- Provides a visual retelling of the story

Step-by-Step

1. Choose concepts and vocabulary that you would like to present via narrative input
2. Consider adapting a story that already exists by imbedding standards-based concepts and vocabulary
3. Draw or copy pictures for narrative and attach the text to the back
4. Laminate the pictures for retelling
5. Create a background for the narrative that may be as simple as a laminated piece of butcher paper

6. Gather the students close to you and tell the story as you place the pictures on the background
7. Revisit the narrative to add word cards and/or speech bubbles

Narrative Input Charts



Narrative Input Charts

Section III
Guided Oral Practice Strategies

- 10/2
- T Graph for Social Skills
- Chants
- Sentence Pattern Chart

10:2

- Backed by brain research
- Presented by Art Costa
- Reinforced by Long, Swain, and Cummins, who state that it is important to allow at least 2 minutes of student processing for every 10 minutes of teacher input
- Negotiating for meaning
- Low-risk environment to try new vocabulary and concepts

Step-by-Step

1. Teach students turn and face a partner whenever you indicate it is time for a 10:2.
2. Teach students to take turns answering the question you provide.
3. Teach students the quiet signal, such as hand in the air, you will use to indicate when it is time to face you again.

4. **Use 10:2s whenever you are providing input (big books, pictorials, narratives) or for soliciting information from children (sentence patterning, process grid, editing co-op)**

10/2

T-Graph for Social Skills

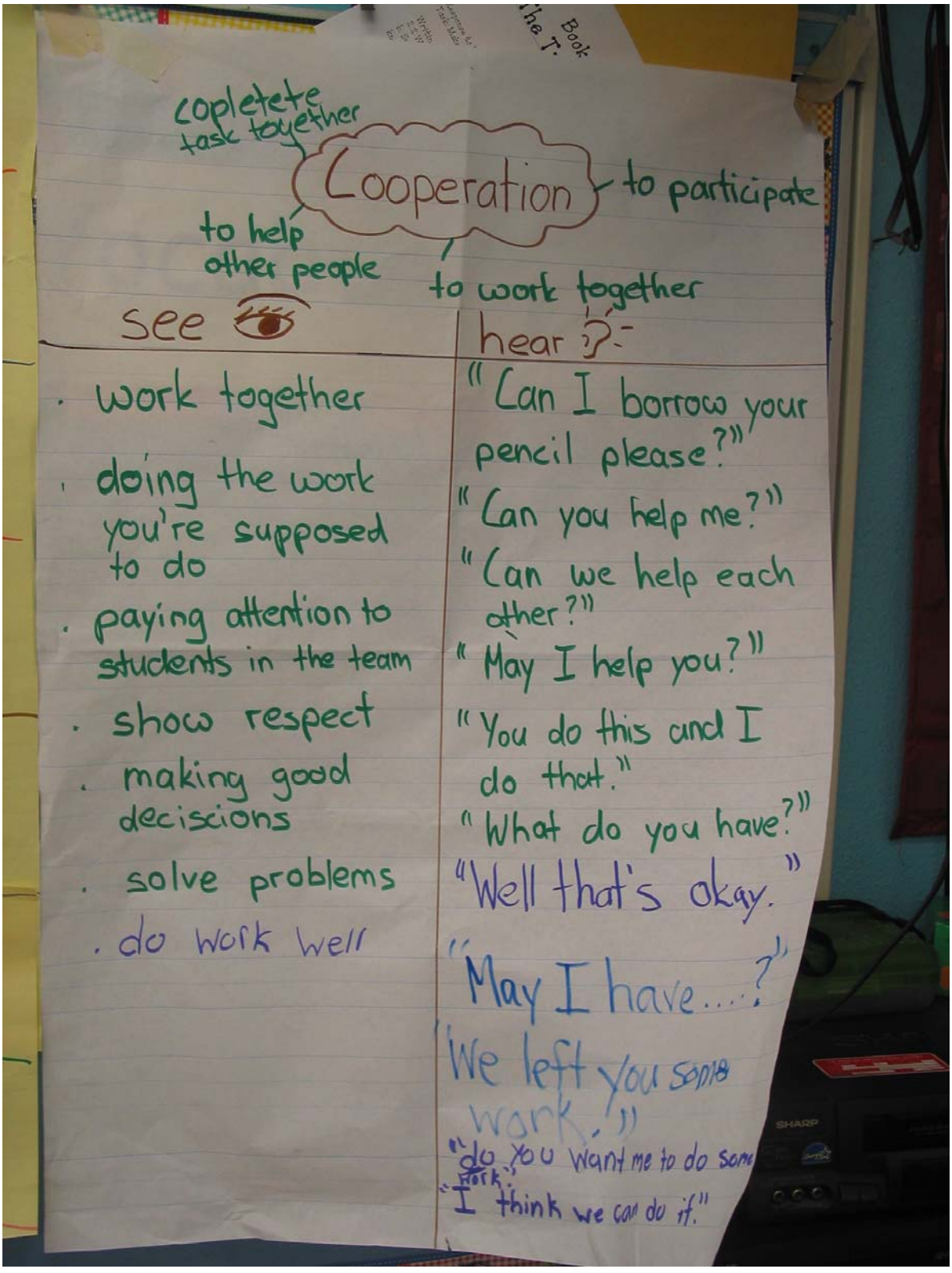
- Students identify good behavior
- They verbalize and internalize appropriate behavior
- More meaningful to the students than teacher-imposed rules
- Sets standards for cooperative groups and develops social skills
- All statements are in positive terms

Step-by-Step

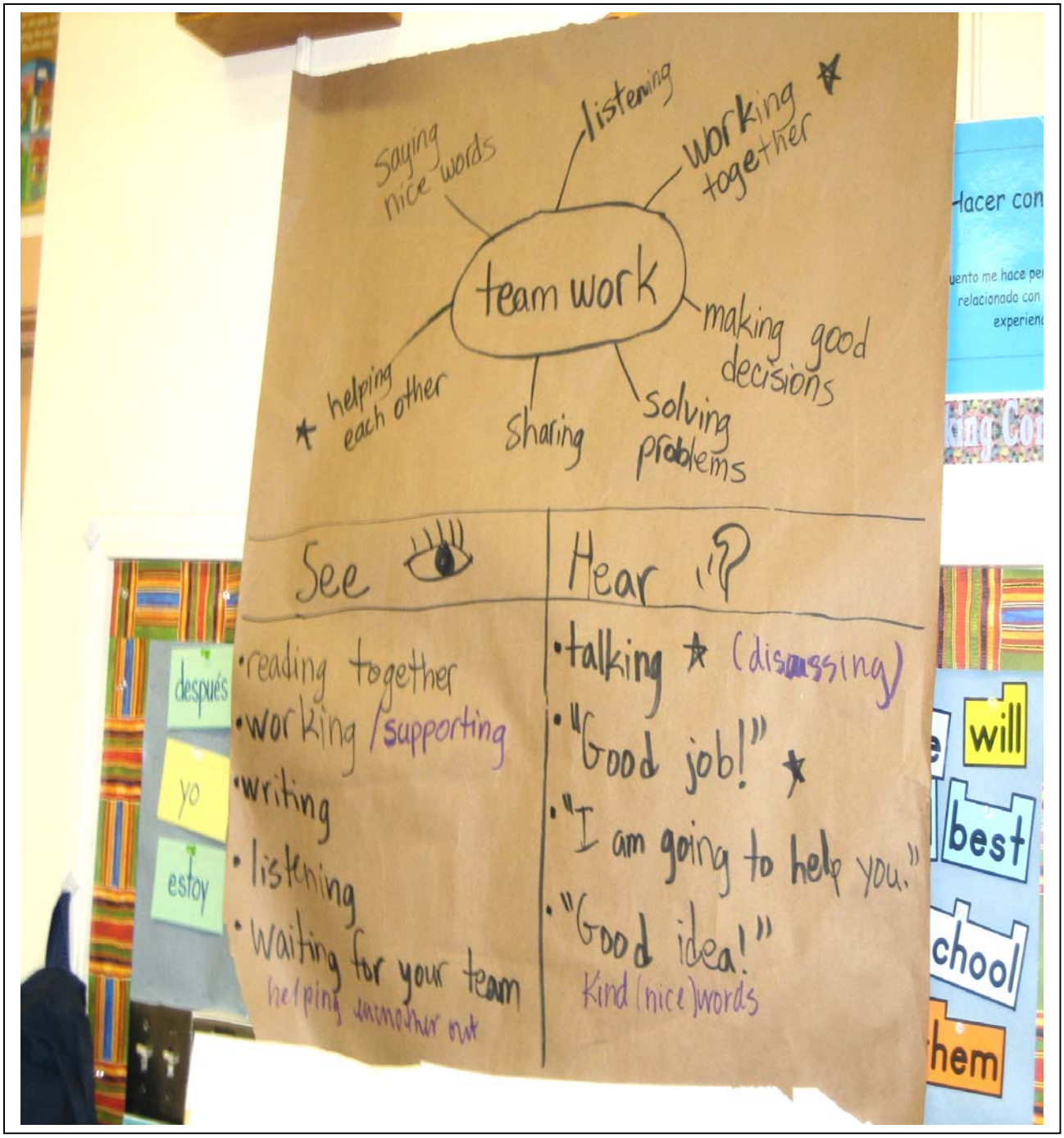
1. Focus on different social skill for each unit (respect, cooperation, responsibility)
2. Brainstorm the meaning of the word with children and record on the web
3. Brainstorm what behaviors you would see, and what specific words you would hear if a person were behaving in that way

4. **Revisit the t-graph often with students to add behaviors that have been observed**

T- Graph for Social Skills



T- Graph for Social Skills



Chants

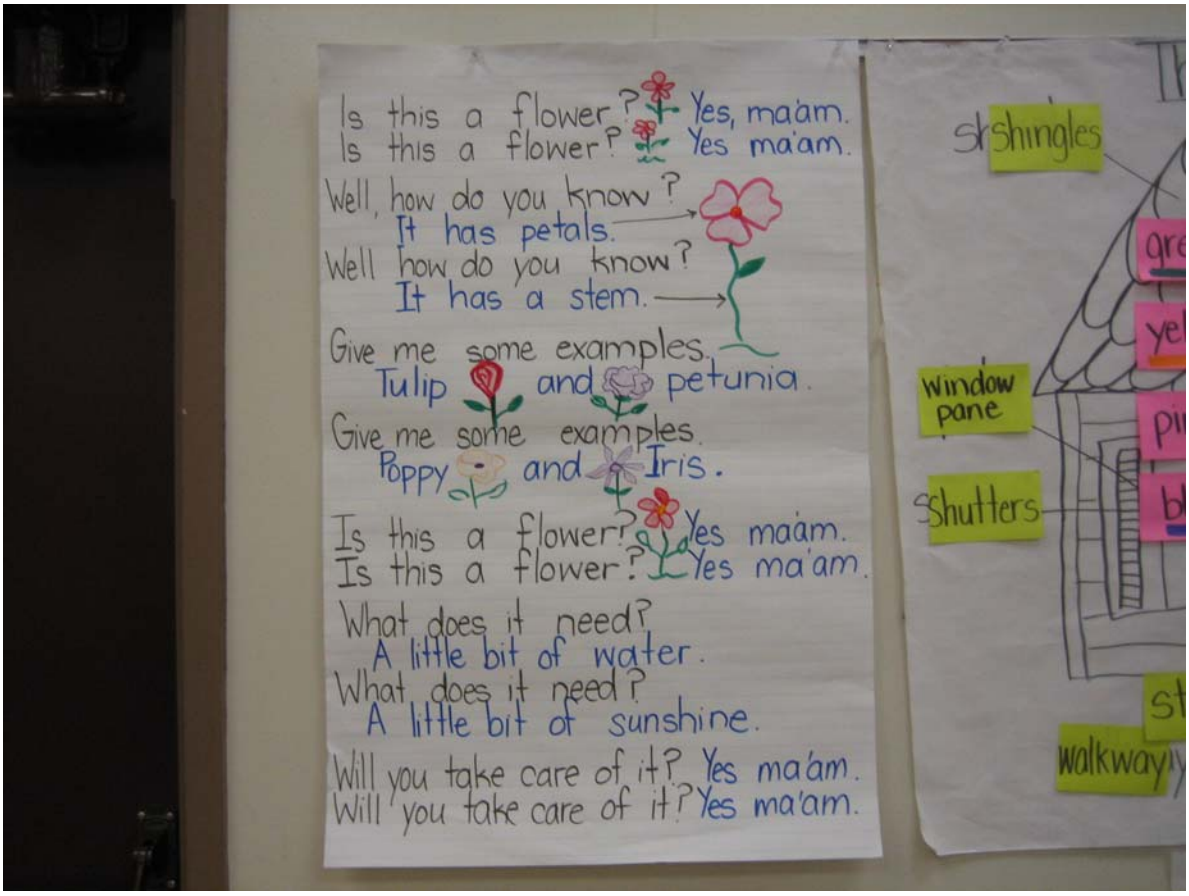
- Imbed key concepts and vocabulary
- Auditory and visual language patterning
- Vocabulary building
- Students gain familiarity and comfort using academic language in a low-pressure way
- Chants are revisited often for a variety of purposes

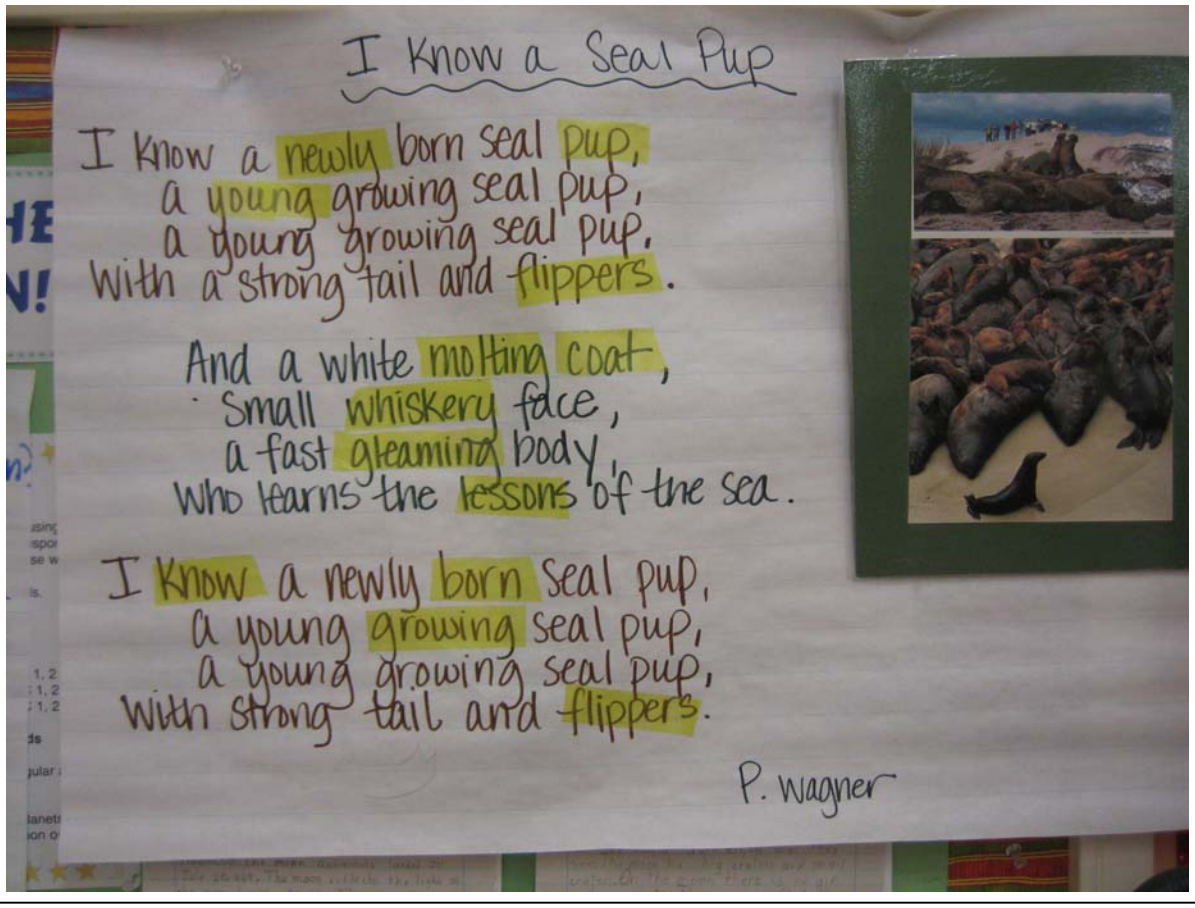
Step-by-Step

1. Choose key vocabulary and concepts to imbed in chants.
2. Choose a frame or existing song to adapt (Bugaloo; Yes Ma'am; Cadence; Here, There, Everywhere; I Know a …).
3. When chanting with the students, start by chanting for the rhythm and language patterns first, focus on concepts and vocabulary later.

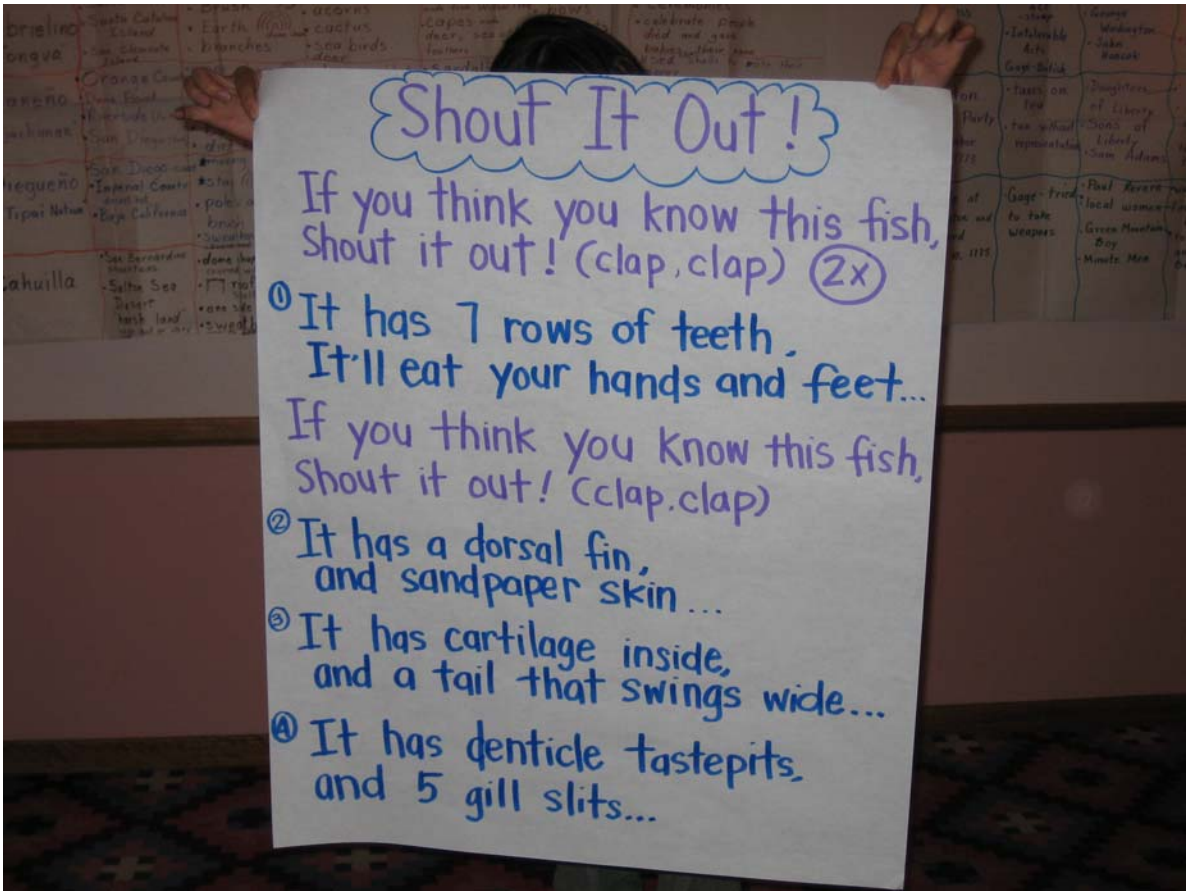
4. **Revisit the chants often for different purposes, including highlighting scientific, historic or interesting words.**

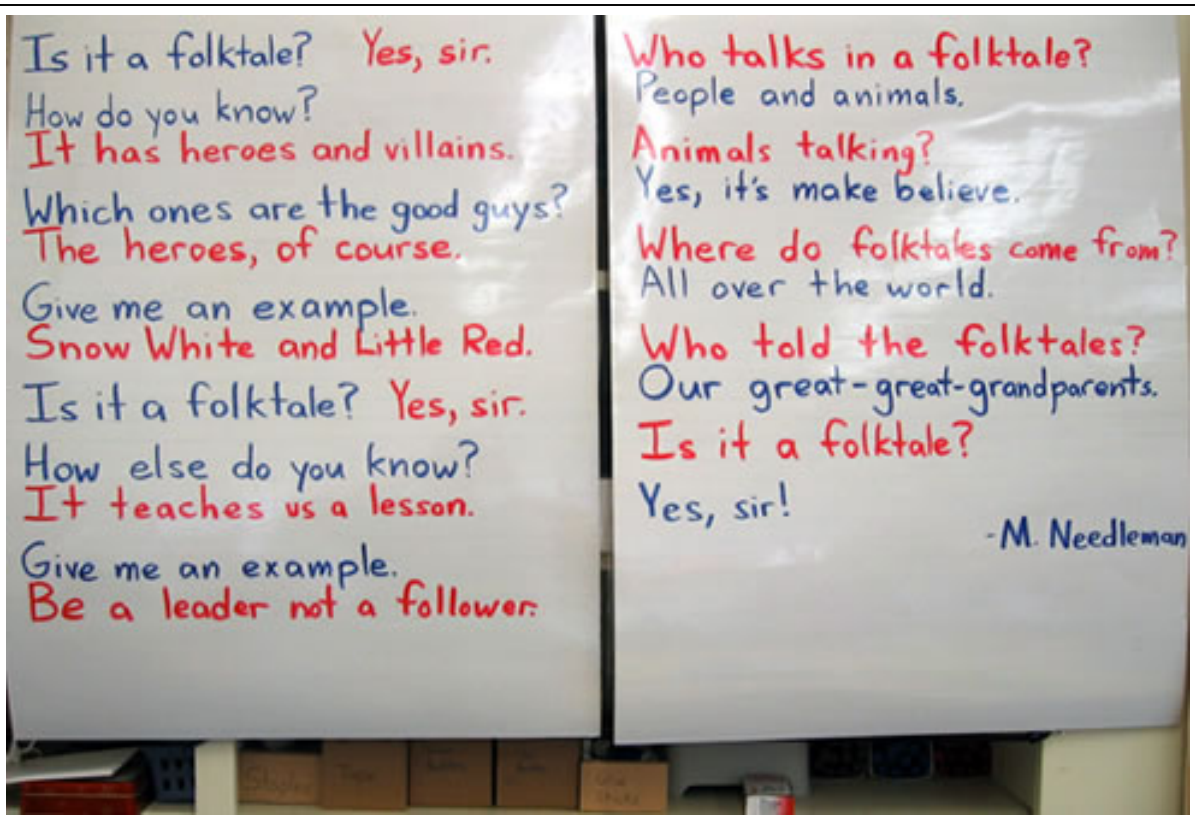
Chants


Is this a flower? Yes, ma'am.
Is this a flower? Yes ma'am.
Well, how do you know?
It has petals.
Well how do you know?
It has a stem.
Give me some examples.
Tulip and petunia.
Give me some examples.
Poppy and Iris.
Is this a flower? Yes ma'am.
Is this a flower? Yes ma'am.
What does it need?
A little bit of water.
What does it need?
A little bit of sunshine.
Will you take care of it? Yes ma'am.
Will you take care of it? Yes ma'am.
shingles
Window pane
Shutters
walkway


I Know a Seal Pup
I know a newly born seal pup,
a young growing seal pup,
a young growing seal pup,
With a strong tail and flippers.
And a white molting coat,
small whiskery face,
a fast gleaming body,
who learns the lessons of the sea.
I know a newly born seal pup,
a young growing seal pup,
a young growing seal pup,
With strong tail and flippers.
P. Wagner

Chants


Shout It Out!
If you think you know this fish,
Shout it out! (clap, clap) 2x
① It has 7 rows of teeth,
It'll eat your hands and feet...
If you think you know this fish,
Shout it out! (clap, clap)
② It has a dorsal fin,
and sandpaper skin...
③ It has cartilage inside,
and a tail that swings wide...
④ It has denticle tastepits,
and 5 gill slits...


Is it a folktale? Yes, sir.
How do you know?
It has heroes and villains.
Which ones are the good guys?
The heroes, of course.
Give me an example.
Snow White and Little Red.
Is it a folktale? Yes, sir.
How else do you know?
It teaches us a lesson.
Give me an example.
Be a leader not a follower.
Who talks in a folktale?
People and animals.
Animals talking?
Yes, it's make believe.
Where do folktales come from?
All over the world.
Who told the folktales?
Our great-great-grandparents.
Is it a folktale?
Yes, sir!
-M. Needleman

Sentence Patterning Chart

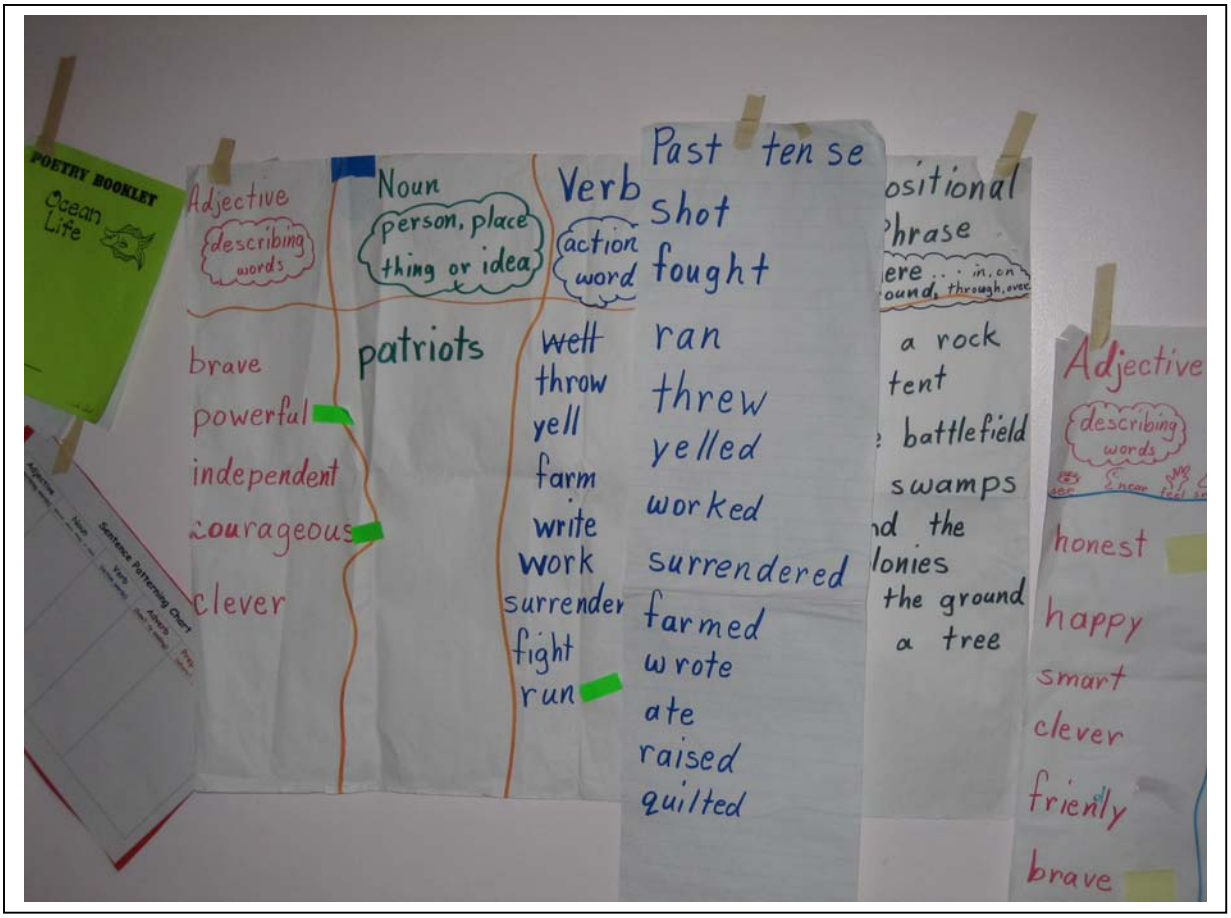
- Adapted from the McCrackens
- Skill building
- Patterning
- Parts of speech
- Resource for writing

Step-by-Step

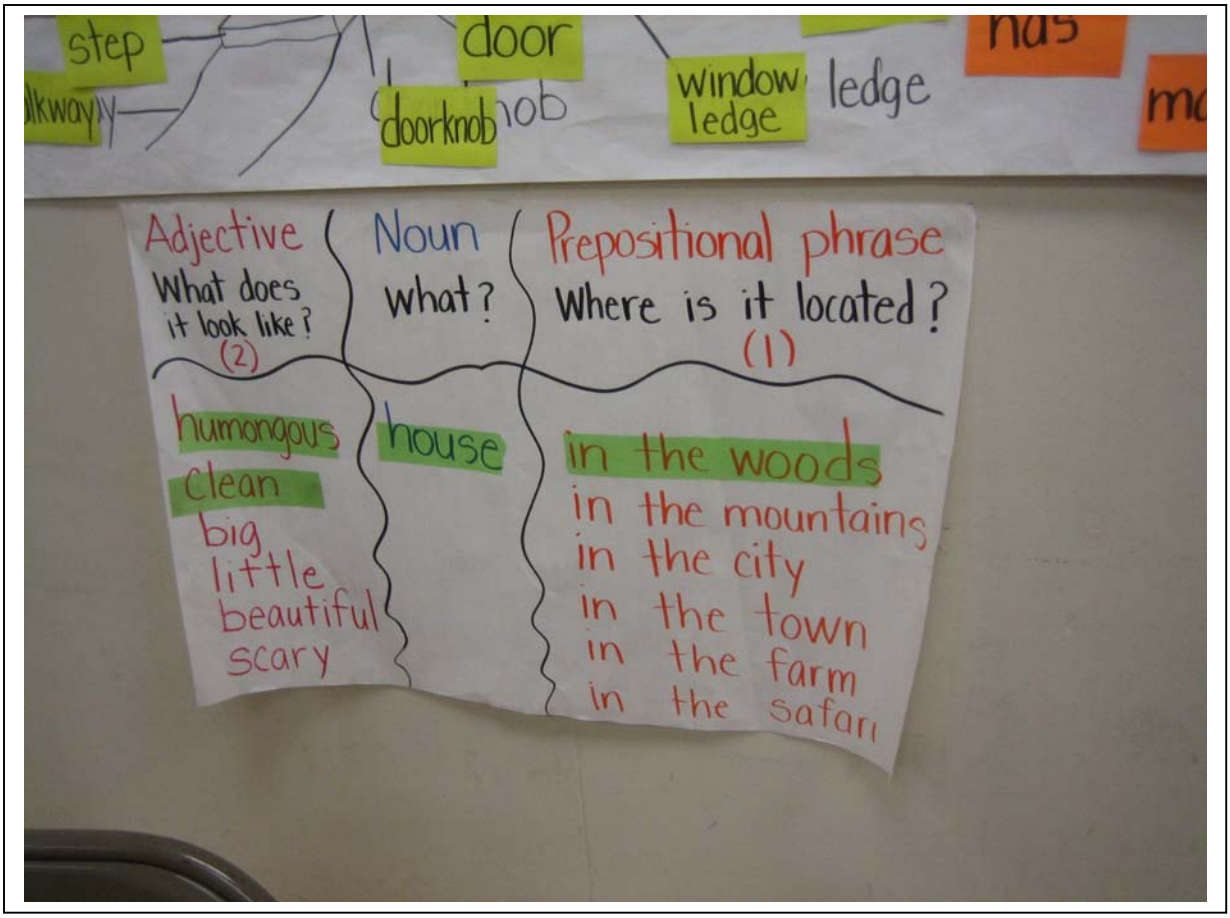
1. Choose a key plural noun from the unit (a noun that is capable of producing action is best)
2. Color code the headings (Adjectives-red, Nouns-black, Verbs-green, Adverbs-blue, Prepositional phrases-orange)
3. Create and label the grid in front of the students
4. Use 10:2s to brainstorm words for each section
5. Refer students to resources in the room, such as pictorials, when necessary

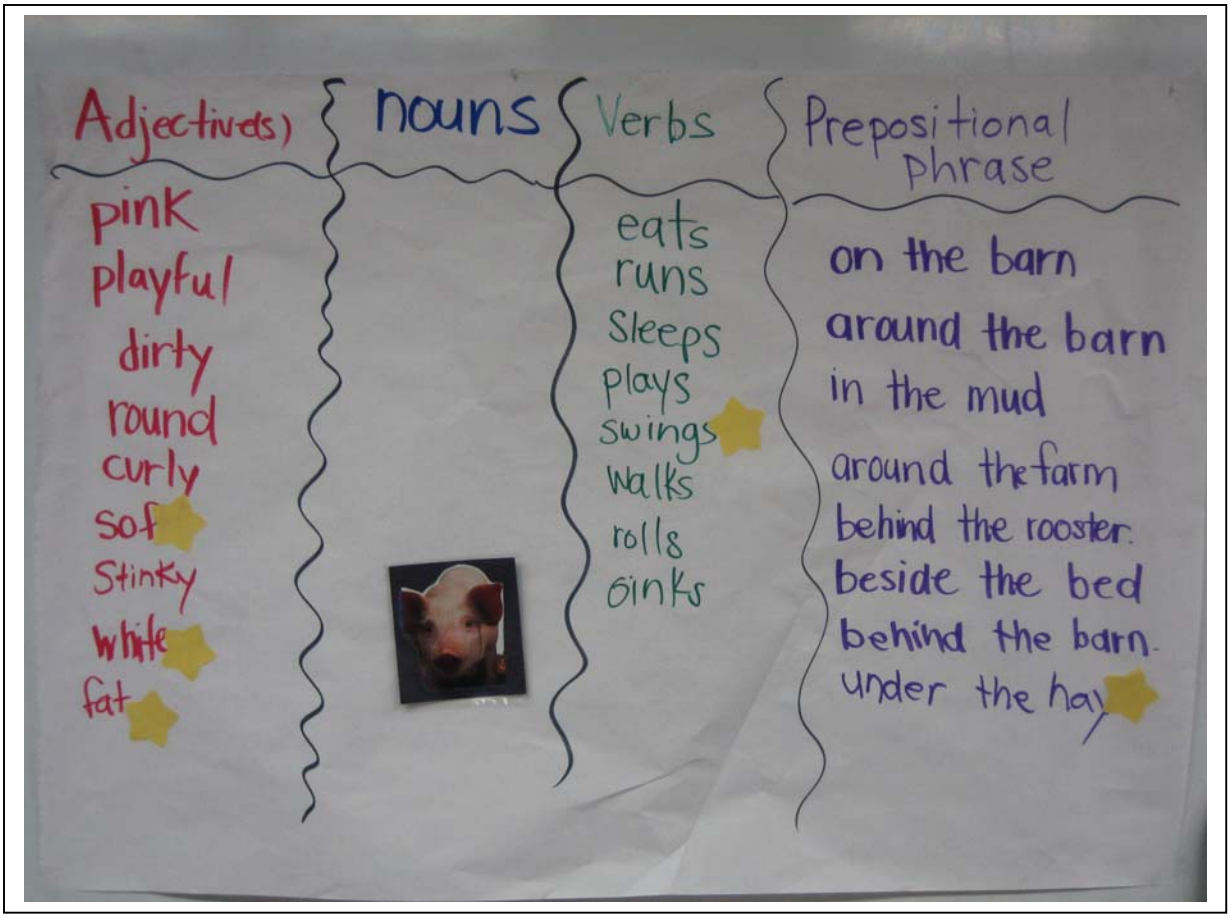
6. Choose 2 adjectives for (upper) or 3 adjectives (primary) and one word from each of the other categories, by placing a small post-it note by each
7. Have students help you chant to the tune of "The Farmer-in-the Dell"
8. Allow students to choose words by placing post-it notes on the charts for subsequent chants

Sentence Patterning Chart ("Farmer in the Dell")

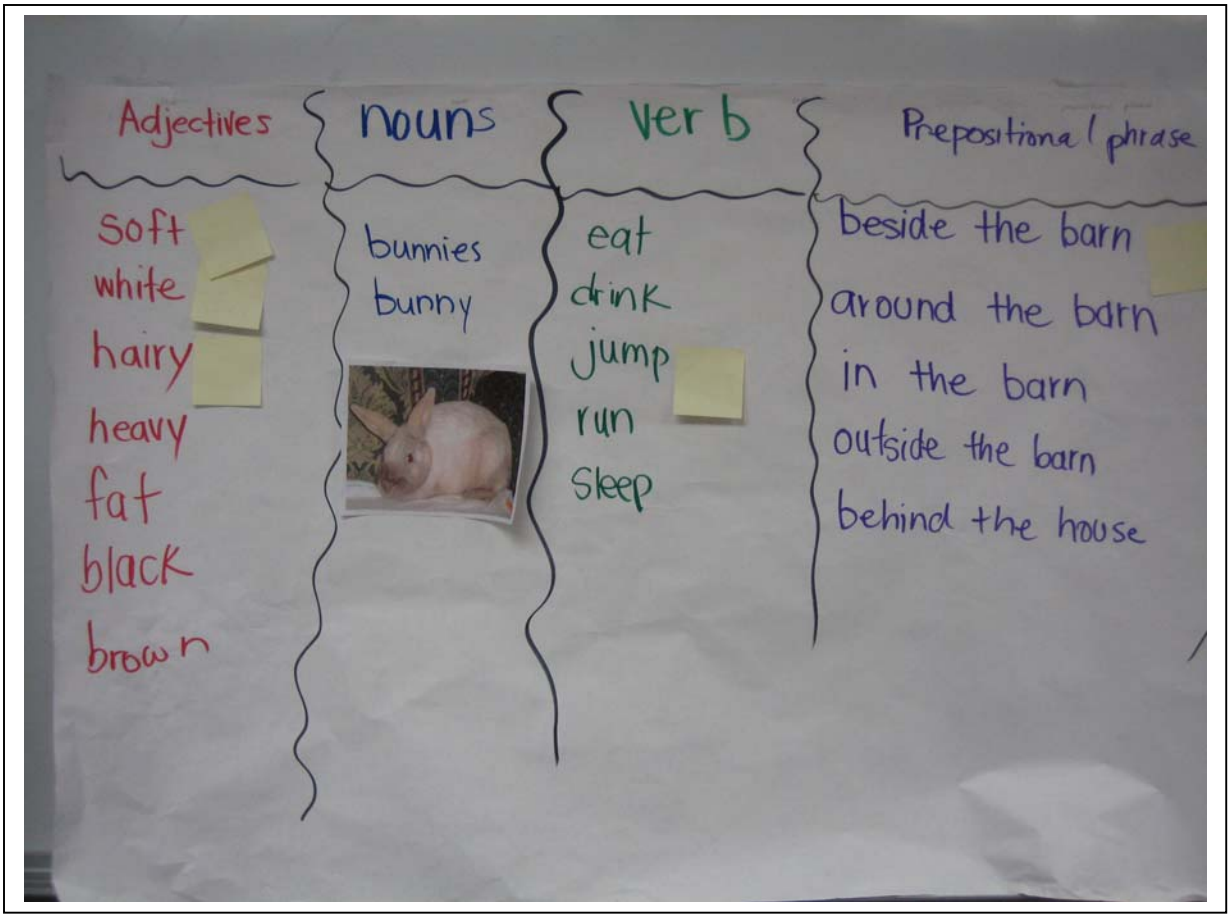


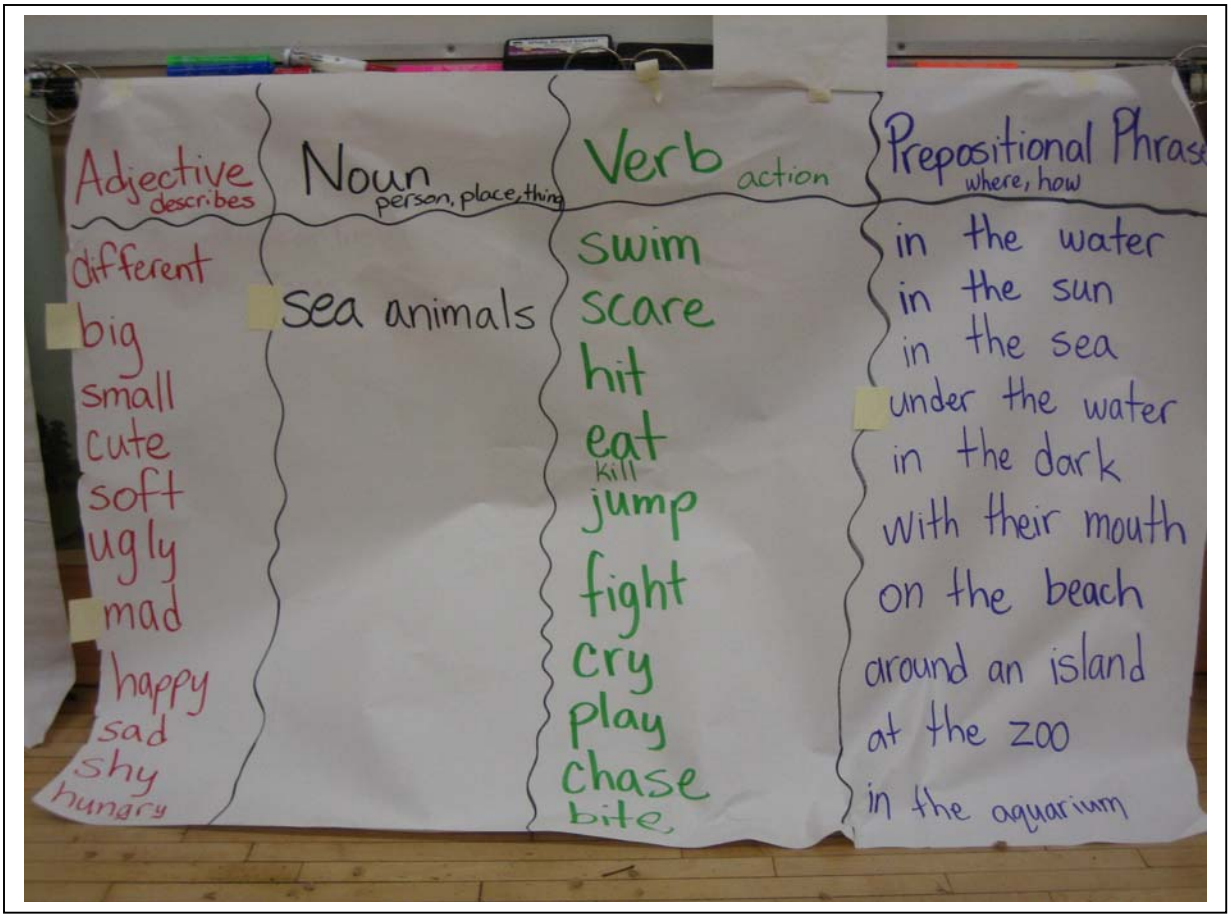
Sentence Patterning Chart ("Farmer in the Dell")





Sentence Patterning Chart ("Farmer in the Dell")





Section IV
Reading and Writing Strategies

- Cooperative Strip Paragraph
- Team Tasks
- Process Grid
- Expert Groups
- Story Maps

Co-op Strip Paragraphs and Group Frames

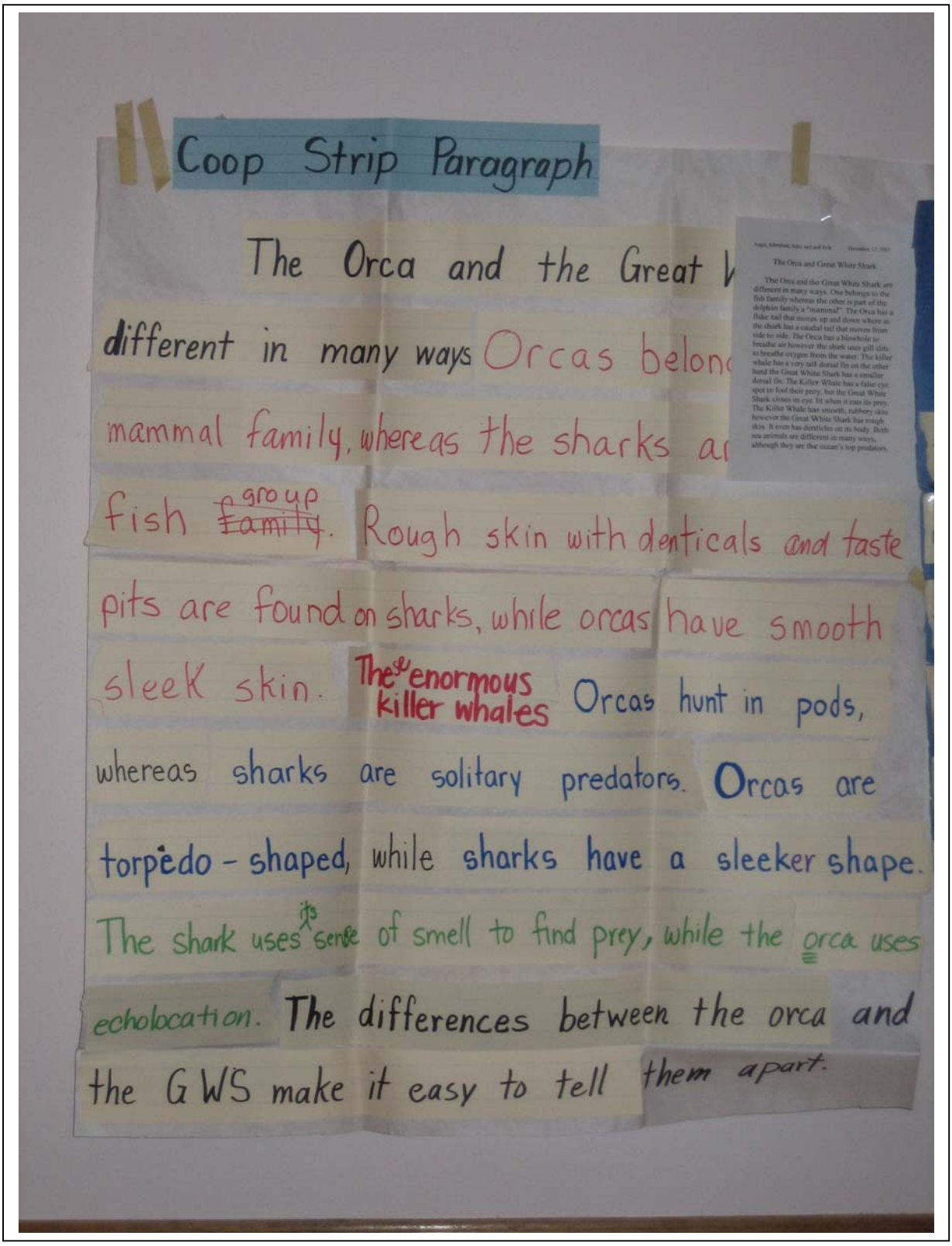
- Aid in reading and writing expository text
- Model the process of editing and revising
- Completed work becomes leveled reading related to the unit of study
- Co-op Paragraph is an adaptation of Nancy Whitsler's model
- Group Frame is for younger students or emergent writers who need to use dictation

Step-by-Step

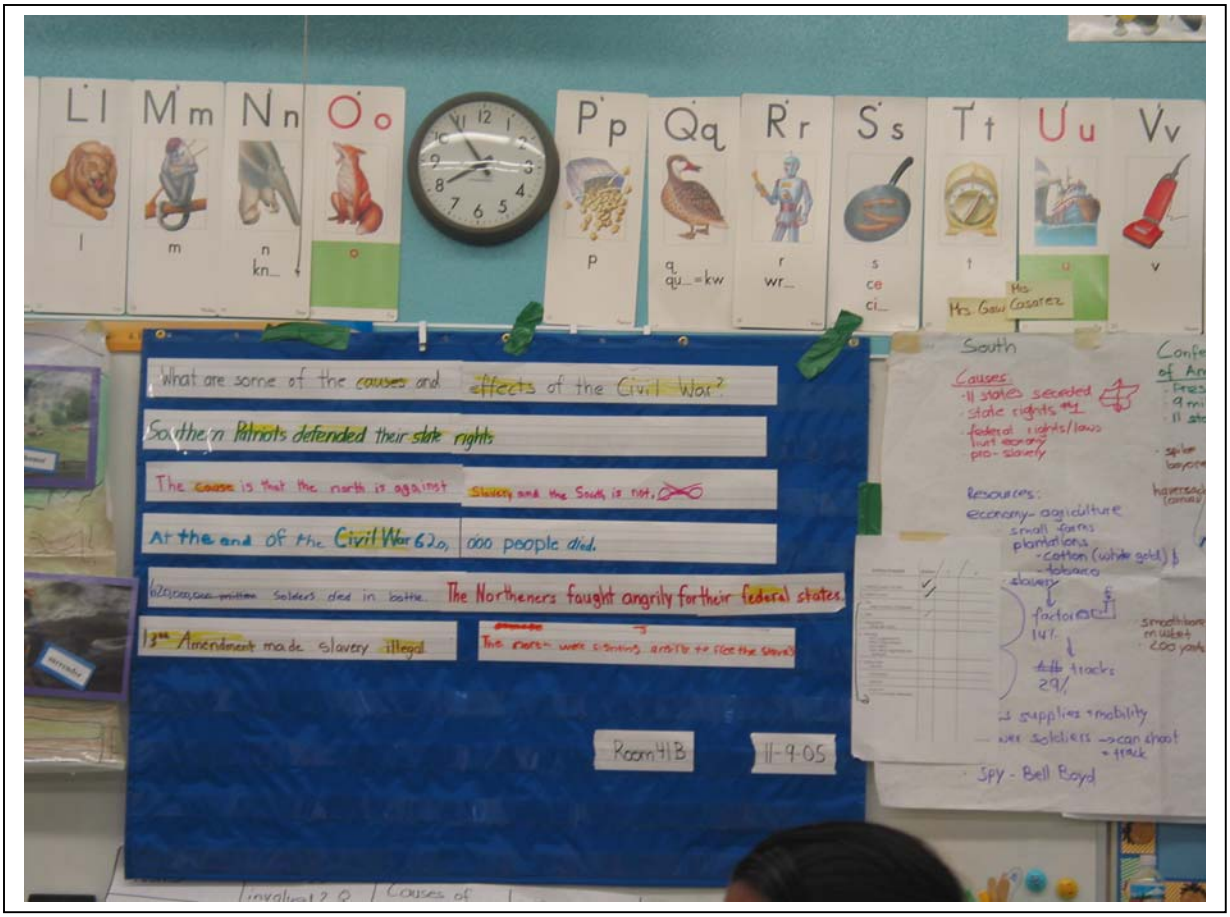
1. Create a topic sentence based on the process grid.
2. Each team is responsible for formulating one supporting sentence.
3. Team works to formulate sentence.

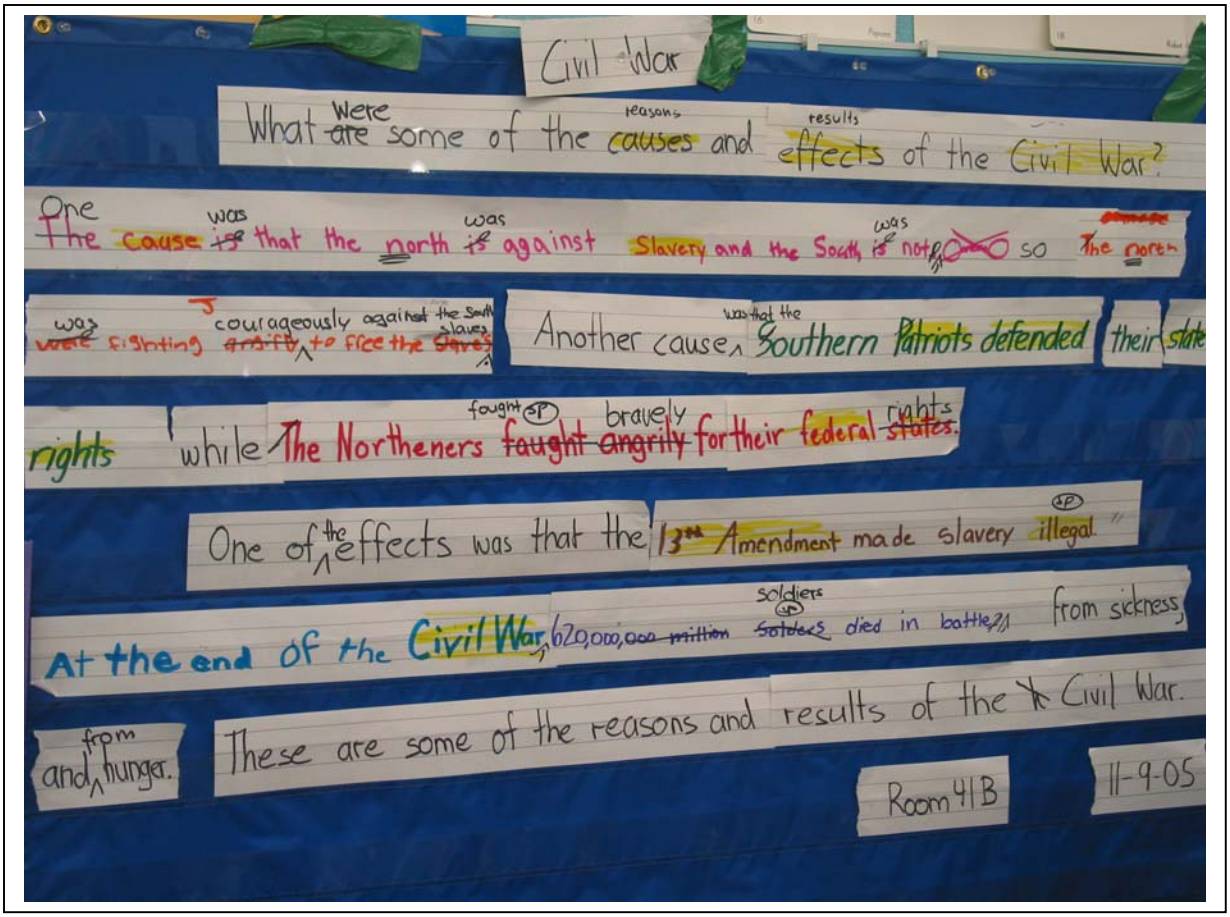
4. After confirming the sentence has not already been used, the teacher either *a)* writes the sentence on a sentence strip for the group (group frame) or *b)* provides the team with a sentence strip to record their sentence (co-op paragraph).
5. Teams place their sentence strips in the pocket chart under the topic sentence.
6. With students watching, the teacher tears extra space off of the sentence strips and arranges the strips to look like a paragraph.
7. The class reads through the paragraph and the teacher solicits possible revisions (changing the order of the sentences, combining sentences, etc.).
8. The class reads through the paragraph and the teacher solicits ideas for editing (spelling, grammar, punctuation)
9. This can be used with emergent readers to create game to build reading skills. The final version is typed and used for reading material.

Cooperative Paragraph



Cooperative Sentence





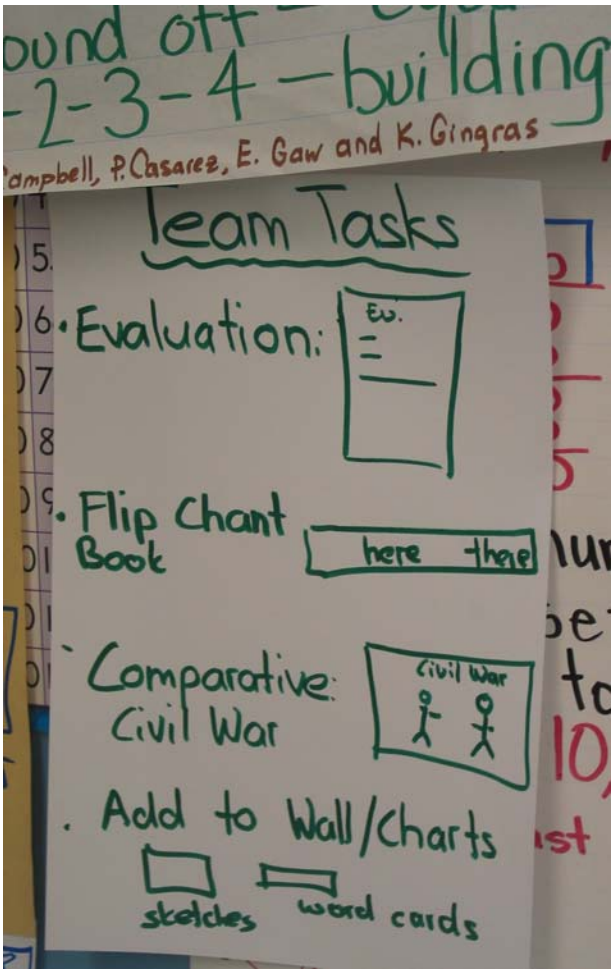
Team Tasks

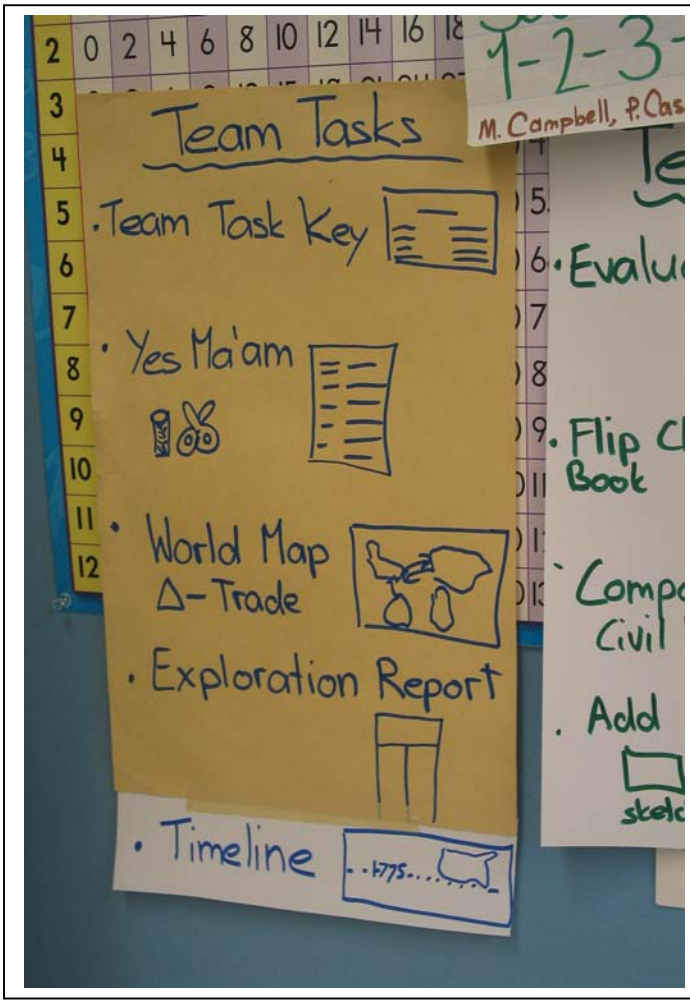
- Used in place of centers
- Allow teacher to pull flexible groups
- Use modeled strategies
- Provide scaffolding:
    - Teacher models
    - Team task
    - Individual work

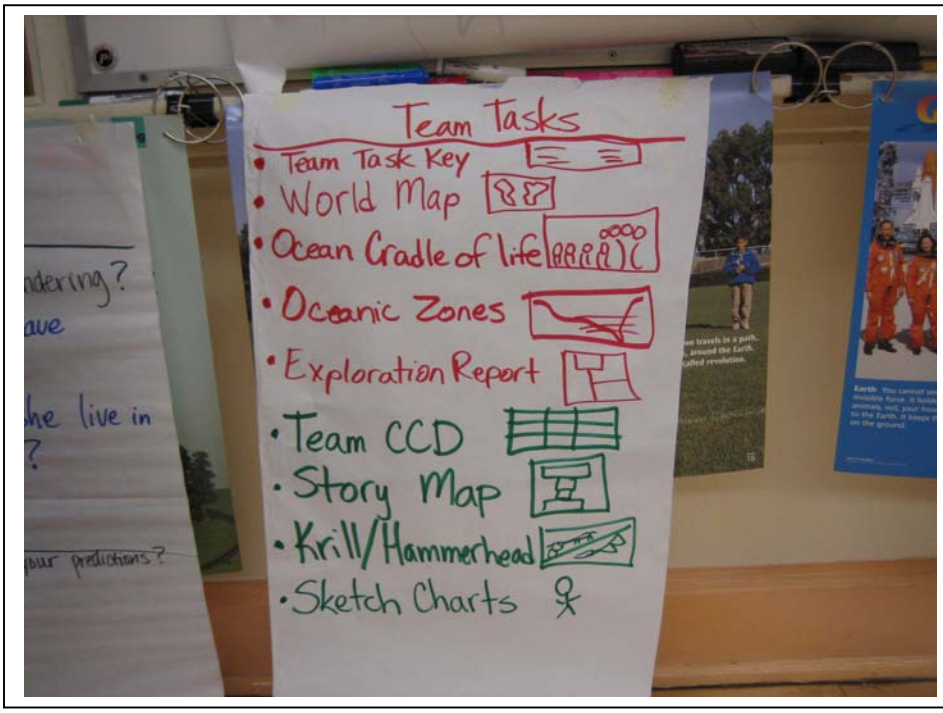
Step-by-Step

1. Choose strategies that have been modeled and revisited at least once for team tasks
2. Assign about 3 tasks at first, and add tasks throughout the unit
3. Teams work together to complete tasks using large construction paper

Team Tasks


-2-3-4-building
Campbell, P. Casarez, E. Gaw and K. Gingras
Team Tasks
• Evaluation:
Ev.
• Flip Chart Book
here there
• Comparative: Civil War
Civil War
• Add to Wall/Charts
sketches
word cards


Team Tasks
M. Campbell, P. Cas
• Team Task Key
• Yes Ma'am
• World Map Δ-Trade
• Exploration Report
• Timeline
1775


Team Tasks
• Team Task Key
• World Map
• Ocean Cradle of Life
• Oceanic Zones
• Exploration Report
• Team CCD
• Story Map
• Krill/Hammerhead
• Sketch Charts

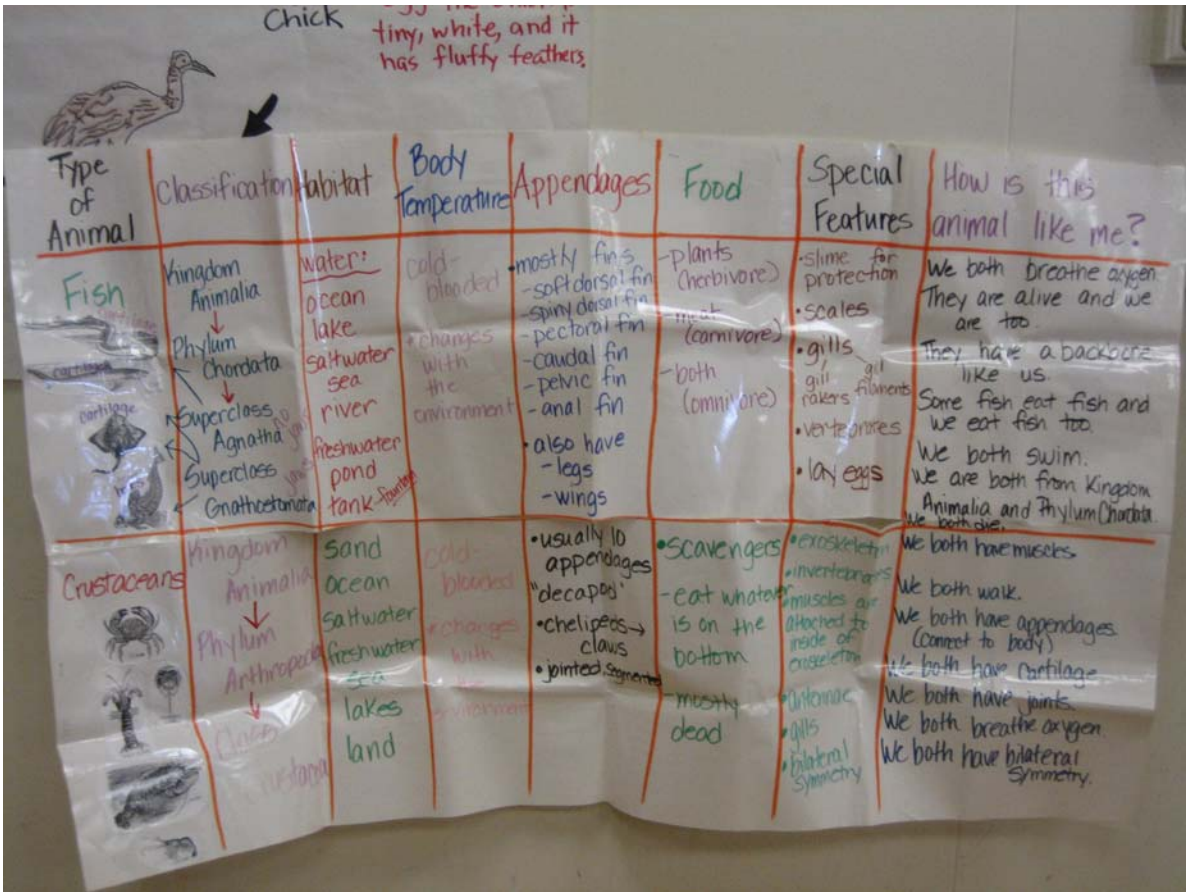
Process Grid

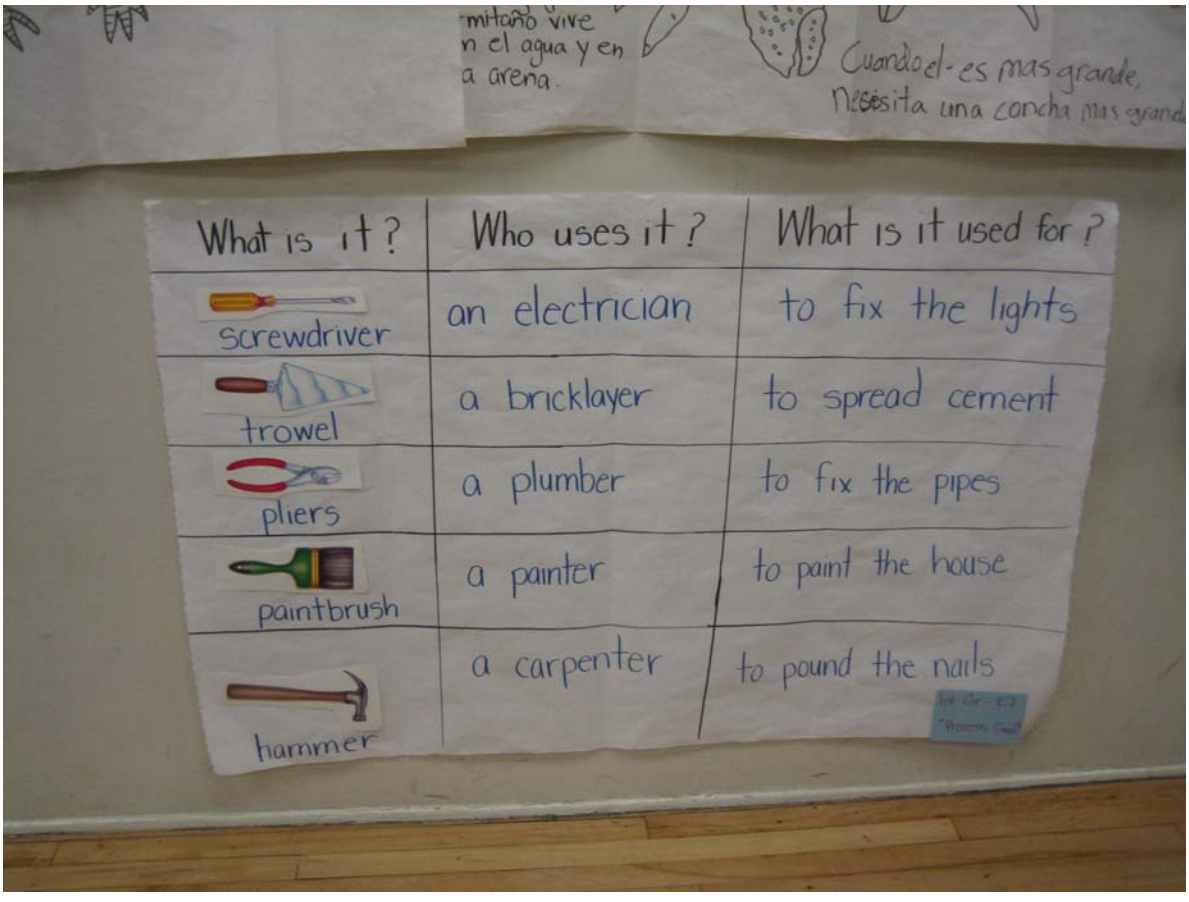
- Based on Sharon Bassano's wall grid
- Categorize information
- Aid in writing expository text
- Teach reading for information

Step-by-Step

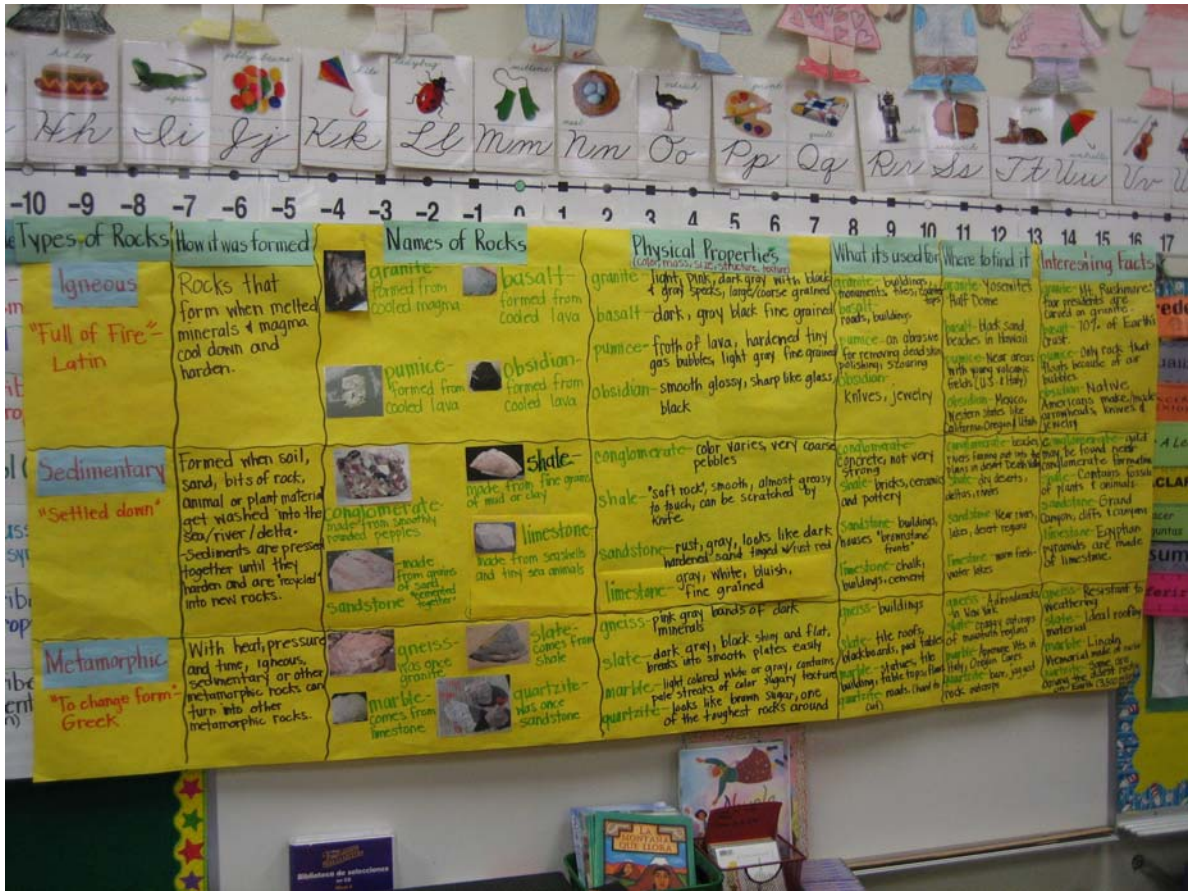
1. Categorize the important concepts from the standards-based unit
2. Provide the students with input of concepts and vocabulary through expert groups, narratives, pictorials, etc.
3. Choose students randomly to provide information to be entered on process grid (number off, roll dice, etc.)
4. Process grids aid in writing expository text

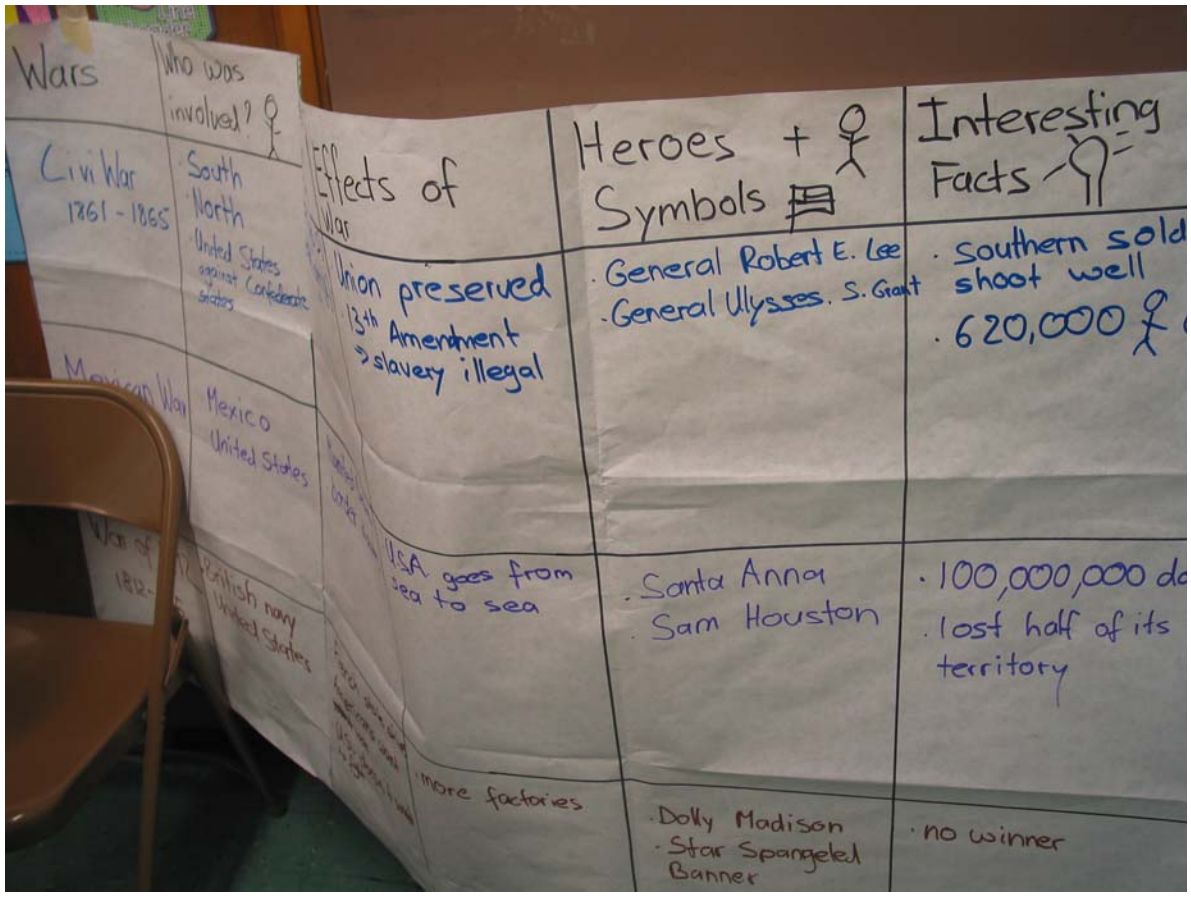
Process Grids



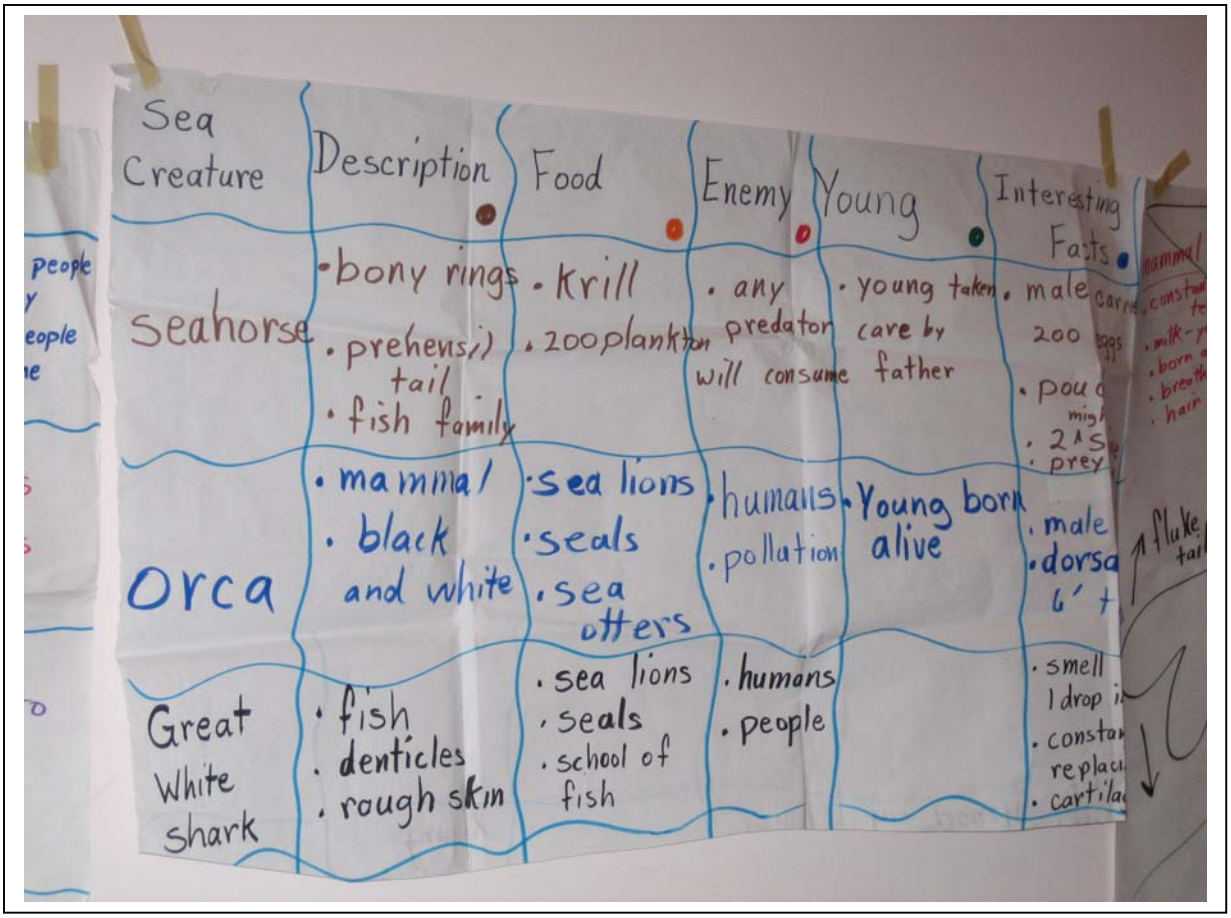


Process Grids

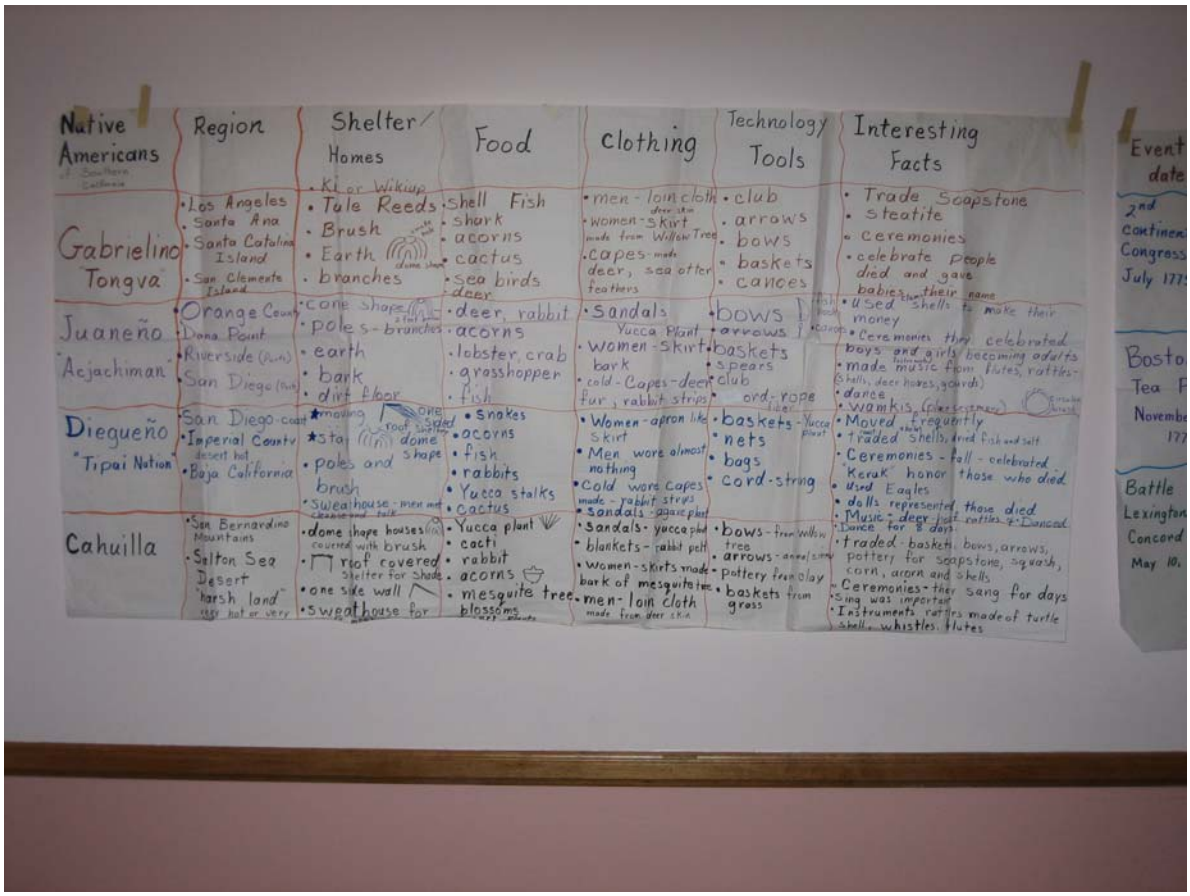




Process Grids



Process Grids



Native Americans	Region	Shelter / Homes	Food	Clothing	Technology / Tools	Interesting Facts
Gabrielino Tongva	• Los Angeles • Santa Ana • Santa Catalina Island • San Clemente Island	• Ki or Wikiup • Tule Reeds • Brush • Earth • branches	• Shell Fish • shark • acorns • cactus • sea birds • deer	• men - loin cloth • women - skirt made from Willow Tree • capes - made deer, sea otter feathers	• club • arrows • bows • baskets • canoes	• Trade Soapstone • steatite • ceremonies • celebrate People died and gave babies their name • used shells to make their money • Ceremonies they celebrated boys and girls becoming adults • made music from flutes, rattles- (Shells, deer hooves, gourds) • dance • Wamkis (Chiefs ceremony) • Moved frequently • traded shells, dried fish and salt • Ceremonies - fall - celebrated 'Kerak' honor those who died • used Eagles • dolls represented those died • Music - deer hoof rattles & Dancers • Dance for 8 days • traded - baskets, bows, arrows, pottery for soapstone, squash, corn, acorn and shells • Ceremonies - they sang for days • Sing was important • Instruments rattles made of turtle shells, whistles, flutes
Juaneño	• Orange County • Dana Point • Riverside (Ruins)	• cone shape • poles - branches • earth • bark • dirt floor	• deer, rabbit • acorns • lobster, crab • grasshopper • fish	• Sandals Yucca Plant • women - skirt bark • cold - Capes - deer fur, rabbit strips	• bows & arrows • baskets • spears • club • cord - rope	
Acjachiman	• San Diego (Ruins)					
Diegueño "Tipai Nation"	• San Diego - coast • Imperial County - desert hot • Baja California	• moving • Sta • poles and brush • Sweathouse - men met cleanse and talk	• snakes • acorns • fish • rabbits • Yucca stalks • cactus	• Women - apron like skirt • Men wore almost nothing • Cold wore Capes made - rabbit strips	• baskets - Yucca plant • nets • bags • cord - string	
Cahuilla	• San Bernardino Mountains • Salton Sea Desert "harsh land" very hot or very	• dome shape houses covered with brush • roof covered shelter for shade • one side wall • sweathouse for	• Yucca plant • cacti • rabbit • acorns • mesquite tree blossoms	• Sandals - yucca plant • blankets - rabbit pelt • women - skirts made bark of mesquite tree • men - loin cloth made from deer skin	• bows - from Willow tree • arrows - arrowheads • pottery from clay • baskets from grass	

Career	Place of Work	Vehicle	Tools	Job
Doctor	hospital	ambulance	• Stethescope, • tongue stick • needle • black bag • long white coat	• make people healthy • give people medicine
Fire Fighter	fire station	fire truck	• fire hose • ax • fire boots • fire proof suit	• fights fires
Teacher	school classroom	school bus	• calendar • pointer • book • alphabet letters • colors • songs	• teach children to • read • write • to listen
Astronaut	space or space center	space shuttle rocket ship	• space gloves • air tanks • space suits • helmet • space cart	• investigate space

Expert Groups

- Demonstrate features of non-fiction text
- Teach reading for information
- Promote comprehension and communication of key concepts

Step-by-Step

1. Create expert group text for a category on the process grid.
2. Include features of expository text such as bold print and subheadings
3. Expert groups are composed of one student from each team
4. Guide expert groups in reading for information and note-taking
5. Students who are now experts are responsible for teaching the information to their team
6. Expert groups are heterogeneous groups

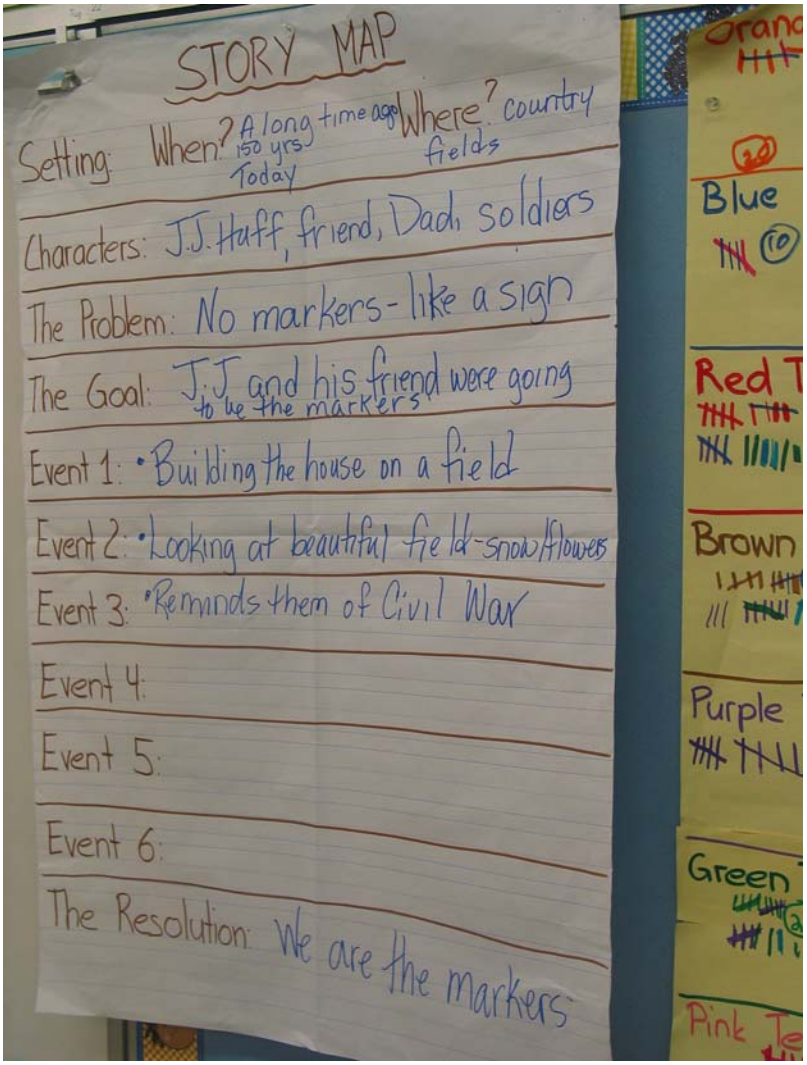
Story Maps

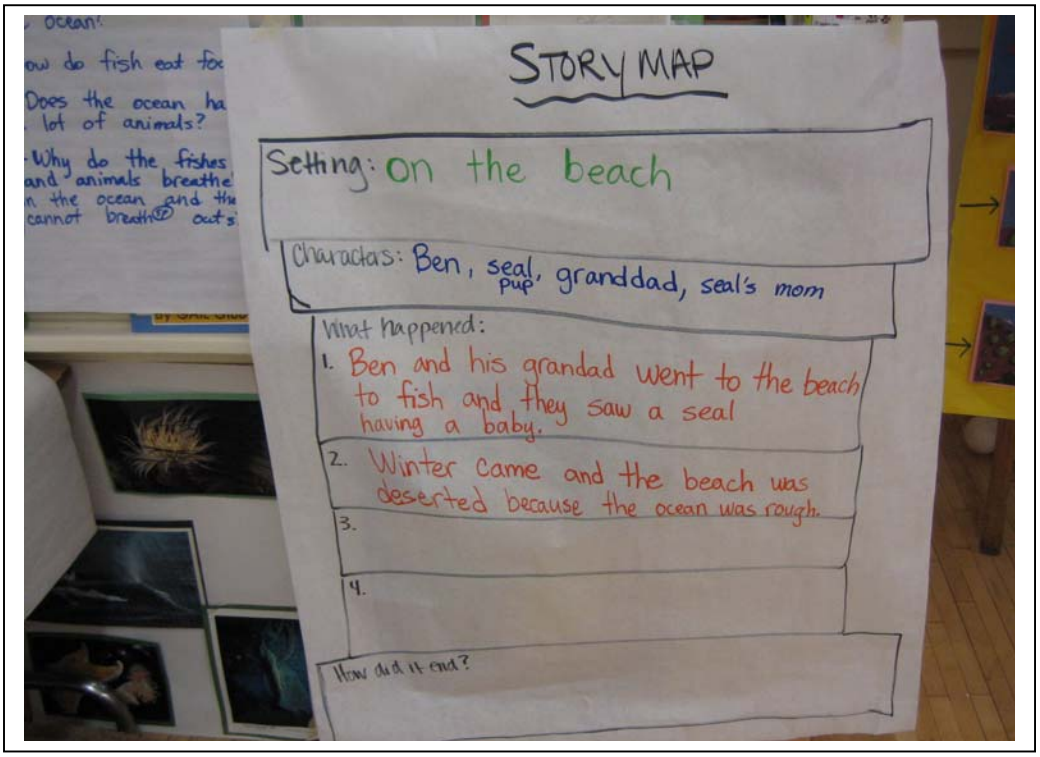
- Teaches story elements
- Promotes sequencing and comprehension
- Can be used as a story planner during writer's workshop
- Can be used in conjunction with the narrative input

Step-by-Step

1. Choose a story with a clear problem and solution
2. The story map is a great extension to the narrative when possible
3. After students are proficient at filling in story maps, they can use the story map to plan their own stories

Story Map


STORY MAP
Setting: When? A long time ago (150 yrs) Today Where? country fields
Characters: J.J. Huff, friend, Dad, soldiers
The Problem: No markers - like a sign
The Goal: J.J. and his friend were going to be the markers
Event 1: • Building the house on a field
Event 2: • Looking at beautiful field - snowflowers
Event 3: • Reminds them of Civil War
Event 4:
Event 5:
Event 6:
The Resolution: We are the markers
Blue
Red
Brown
Purple
Green
Pink


STORY MAP
Setting: on the beach
Characters: Ben, seal pup, granddad, seal's mom
What happened:
1. Ben and his grandad went to the beach to fish and they saw a seal having a baby.
2. Winter came and the beach was deserted because the ocean was rough.
3.
4.
How did it end?