

Cox Campus Guide: Supporting Dual Language Learners Right from the Start

NOTE: This tool was created to help guide you through the Supporting Dual Language Learners Right from the Start (START) course in a meaningful and intentional way. The course has been broken down into smaller pieces with reflection and practice built into each. Users have found when they follow this guide; implementation of these practices is more effective in the classroom. Emergent Bilingual Expected Outcomes are included below.

"I AM AN EMERGENT BILINGUAL": DUAL LANGUAGE LEARNERS			
Developmental Goal: Demonstrates progress in learning English			
LANGUAGE AND LITERACY DEVELOPMENT in ENGLISH OF PRESCHOOL/PRE-K DLLs: Expected Child Outcomes			
	BEGINNING: First experiences with ENGLISH	DEVELOPING: Beginning use of ENGLISH	ADVANCED: Increasing use of ENGLISH
LISTENING to English			
Gains meaning by listening	<ul style="list-style-type: none"> Observes others and imitates their behavior Responds in first language Responds to yes/no questions using gestures and pointing May respond orally to questions with prompting Responds to simple questions with modeling, "say _____" 	<ul style="list-style-type: none"> Shows understanding of simple language Points to pictures or objects from oral descriptions "where is _____?" Responds to request to put an object in its place Begins to respond to yes/no questions w/ one word answers Begins to respond to age-appropriate routine directions, prompts, and questions with cues Begins to participate in singing/fingerplays 	<ul style="list-style-type: none"> Understands most conversations in English Responds to verbal directions without additional gestures or cues Follows directions and participates in a large group Shows comprehension of a story by identifying main ideas, details, retelling story. Demonstrates understanding of main events and key details of a story
Follows Directions	<ul style="list-style-type: none"> Completes directive, with teacher prompting and modeling Looks to other children and teacher for cues as to how to respond Models behavior of other children after observing them 	<ul style="list-style-type: none"> Begins to respond to directions for rules and routines Observes others for clarification and cues Asks teacher to repeat direction Follows 1-2 step direction Requires additional time to respond 	<ul style="list-style-type: none"> Understands, follows, and restates directions Explains directions to a peer Cooperates and completes classroom tasks given only verbal directions (no modeling)

SPEAKING English			
Expresses self in social situations	<ul style="list-style-type: none"> • Uses first language to communicate • Uses gestures and behaviors to communicate • Responds to yes/no questions by pointing • Responds to simple questions with modeling, "say _____" • Repeats names and properties of things they are interested in 	<ul style="list-style-type: none"> • Forms sentences using formulaic and telegraphic speech, e.g., "me cold", "go outside", "gimme more", etc. • May use social greetings and known words in appropriate ways, e.g., please, good bye. • Responds to questions using 1-2 words. • Code switches, mixing two languages, e.g., "I live in a casa". 	<ul style="list-style-type: none"> • Greet others, asks for help • Responds to open-ended questions • Understands and participates in conversations with classmates • Retells stories using short sentences with or without grammatical errors • Code switches

Cox Guide: Supporting Dual Language Learners Right from the Start Preschool/PreK

Lesson	Guiding Questions	Action Steps	Resources available on Cox Campus
<p>Lesson 1: <i>Setting the Stage for Supporting DLLs Right from the Start</i></p> <p>Overview: This lesson introduces you to Dual Language Learners and to some common myths surrounding their learning and development.</p>	<p>Who are dual language learners?</p> <p>Why is it important to know how dual language learners develop?</p> <p>What have been your experiences working with DLLs? What have you enjoyed most? What challenges have you faced?</p> <p>What are your own attitudes and beliefs about DLLs and how do you think they might influence your teaching?</p>	<p>Reflect: Consider the facts outlined in this lesson. What is your reaction to this information? (See facts below)</p> <p>Though an overwhelming majority of DLLs in the United States speak Spanish, they represent more than 140 languages. DLLs make up about 30 percent of all children under 8 years old in the U.S. And they are the fastest growing population in our schools today. By 2030, they are estimated to be about 40 percent of the school-age population! Only one third of DLLs read on grade level by the fourth grade. Only 68% graduate from high school</p>	<p>Myths and Facts about DLLs and Bilingual Development</p>

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<p>Lesson 2: <i>Development in More than One Language</i></p> <p>Overview: In this lesson you will learn how development in two languages unfolds, the important role of first language and the benefits of bilingualism</p>	<p>How does a dual language learner develop?</p> <p>Why do dual language learners need specific supports?</p> <p>What is one way you want to try and support dual language learners?</p>	<p>Explore & Reflect: Check out the “Common Myths about Dual Language Learning” resource. After reviewing this lesson and this resource, how has your thinking about dual language learners changed?</p> <p>Explore Consider a dual language learner in your classroom.</p> <p>Practice & Reflect: Look at the resource "The Stages of Second Language Learning and How Teachers Support." What stage does the child seem to be in? Select a support from the list to try.</p> <p>Film yourself trying out this support and reflect on how it went. How did the child respond to your support?</p>	<p>The Stages of Second Language Learning and How Teachers Support</p> <p>The Benefits of Bilingualism</p>
<p>Lesson 3: <i>An Ecosystem Approach to Teaching DLLs</i></p> <p>Overview: This lesson introduces you to the ecosystem approach of teaching DLLs</p>	<p>Why is it important to know where families of the children in your class come from?</p> <p>How can I learn what languages and cultures I have in my classroom?</p> <p>How would you connect the information you gather from the Family Language and Culture Survey to the Ecosystem Elements for DLLs?</p>	<p>Complete Family Culture Language Surveys & Classroom Language Plan:</p> <p>Send out the Rollins Family Language and Culture Survey to families, set a due date to collect all the surveys (Recommendation: no more than a two-weeks window). Consider how to best share these. Can you have them translated into the languages of your families? Can your families read in their first language? Would it be helpful to have an interpreter ask these questions to families in person</p>	<p>Building an Ecosystem for DLLs to Thrive</p> <p>Rollins Family Language and Culture Survey – English and Spanish</p> <p>The Classroom Language Plan</p>

		<p>or over the phone? Could it be turned into an electronic survey that has a translation feature?</p> <p>After you receive all the surveys back, make sure you go through all of them carefully. If you receive forms back with responses in a language other than English that you do not read, be sure to have these surveys translated.</p> <p>Take the time to read through the “Ecosystem Elements for DLLs” and reflect on the elements you already have in your classroom and the ones that you would like to grow in.</p> <p>Next, watch the video tutorial about the “Classroom Language Plan” to make sure you understand the reason of this language plan.</p> <p>Complete the Classroom Language Plan template using the information you get from surveys. Make sure your Classroom Language Plan is in a visible spot for you, so you can use it for planning throughout the year.</p>	<p>The Classroom Language Plan: Video Tutorial</p> <p>Sample Classroom Language Plan</p>
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<p>Lesson 4: <i>Ecosystem Elements: A Culturally Responsive Environment</i></p> <p>Overview: In this lesson you will learn how to create a culturally and linguistically responsive environment for DLLs</p>	<p>How does culture impact DLL’s learning?</p> <p>How can I include cultures and diversity in my daily routines and instruction?</p>	<p>Create a culturally and linguistically responsive classroom:</p> <p>Find the “I can See Myself: Creating Learning Environments that Reflect Children’s Cultures and Languages”. Reflect on the elements listed in this document and choose 3 to 4 that you would like to update or add in your classroom.</p>	<p>Culturally and Linguistically Responsive Booklist</p> <p>I can See Myself: Creating</p>

			<p>Learning Environments that Reflect Children's Cultures and Languages</p> <p>Stages of a Second Language Learning and Social Emotional Needs</p>
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<p>Lesson 5: <i>Ecosystem Elements: First language connections</i></p> <p>Overview: DLLs thrive when their teachers make connections between their first language and English throughout the day. In this lesson you will accomplish that.</p>	<p>Why does a child's first language matter?</p> <p>Why should teachers of young dual language learners spend the day building bridges to explicitly connect children's first languages and English?</p> <p>How can you include different languages in your classroom?</p>	<p>Plan & Practice: Making Connections with First Language in the classroom</p> <p>Go back to your "Classroom Language Plan" and focus on the languages you have in your classroom</p> <p>Read "Building Bridges for Cross-Languages Connections"</p> <p>Choose 1 to 2 practices to include in your lesson plan.</p> <p><i>Note: Consistently reference your classroom language plan to determine which available resources can best support DLLs.</i></p>	<p>Building Bridges for Cross-Languages Connections</p> <p>List of Cognates in English and Spanish</p>

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<p>Lesson 6: <i>Ecosystem Elements: An Intentional Focus on Oral Language with Supports</i></p> <p>Overview: In this lesson you will learn how to teach DLLs with a laser focus on oral language and additional support.</p>	<p>How can I support DLLs during conversations?</p>	<p>Practice & Reflect: Having conversations with a Dual Language Learner</p> <p>Focus on a dual language learner and film yourself having a conversation with this child</p> <p>Find and review the “TALK Checklist for Dual Language Learners.” Review your video clip and fill out the checklist based on what you observe. If the child uses their first language, have a bilingual volunteer translate the video to better understand child’s responses and language use.</p> <p>Reflect: How did that conversation go? How did you observe the child communicating? Did you use some supports like visuals, gestures, props? If so, how did the child respond?</p> <p>What would you like to include as support in future conversations with DLLs? Add these supports to your lesson plan.</p>	<p>Bubble Map Template</p> <p>The Lion and the Little Red Bird START Guide</p> <p>TALK Checklist for Dual Language Learners</p>
<p>Lesson 7: Ecosystem Elements: Integrated Planning and Teaching around an anchor book</p> <p>Overview: At the end of this lesson, you will know how to organize your planning and teaching around an anchor book.</p>	<p>How can an anchor book support dual language learners learning process?</p> <p>How can you add supports to effectively share anchor books with DLLs?</p> <p>How do you feel about planning around an anchor book with support for DLLs in mind?</p>	<p>Planning and teaching around an anchor book:</p> <p>Examine the “Owl Babies Bubble Map,” identifying the connections between the book, the theme, and extended activities</p> <p>Find the Bubble Map Template on Cox Campus and get familiar with it</p> <p>Choose a book that you would like to read that connects with the theme you will be working on with your children</p>	<p>Owl Babies Bubble Map</p> <p>Bubble Map Template</p>

		Think of five moments during the day that you would like to create connections with the book (i.e. small group, math center, outdoor, writing center, dramatic center, and morning meeting). Use a bubble map to plan the connections. As you plan, keep in mind the focus words and the supports for DLLs like props, visuals, and gestures.	
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<p>Lesson 8: Ecosystem Elements: Progress Monitoring and Meaningful Assessment</p> <p>Overview This lesson will highlight what you need to keep in mind for meaningful assessment of DLLs' developmental progress</p>	<p>How often do you observe your children?</p> <p>What have you noticed as you've observed DLLs?</p> <p>How can you use this information to inform your planning?</p>	<p>Progress Monitoring with a Dual Language Learner</p> <p>Find the Dual Language Development in Action: Guidance and Observation form, (<i>go to Cox Campus, educators and downloadable resources, PreK, Preschool</i>)</p> <p>Decide on the three dual language learners that you will be observing & choose a time you want to observe and use the form to note your observations, reflect on them, and determine your supports.</p> <p>Record your observations using the Dual Language Development in Action: Guidance and Observation Form.</p> <p>Reflect: How did you feel using this tool? How can you focus on observing the strengths of the child (looking at what they <i>can</i> do and building on this)?</p> <p><i>Note: You can do the same process with TALK Checklist for DLLs.</i></p>	<p>Dual Language Development in Action/Guidance and Observation Form</p> <p>TALK Checklist for DLLs</p> <p>START Checklist for DLLs</p> <p>RRFTS Expected Child Outcomes in Language and Literacy</p>

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<p>Lesson 9: <i>Ecosystem Elements: Strong Partnerships with Families</i> Overview: This lesson emphasizes the importance of foresting strong partnerships with families of dual language learners and offers some ideas of how to create and leverage these partnerships.</p>	<p>How well do you know your families? How do you communicate with them and build relationships?</p> <p>How can you include culture & first language in your classroom?</p> <p>How can you partner with families of DLLs? How can you support one another?</p>	<p>Strong Partnerships with Families</p> <p>Reflect: How am I partnering with families and seeing their strengths? How am I communicating with them about the gift of their first language?</p> <p>Explore and Practice: Check out the <i>Building Partnerships with Families</i> resource. Select one idea from the resource and try it out. <i>Share your reflections on how it goes with a colleague, coach, or in the Cox Campus community!</i></p> <p>Connect: Make a list of the options to communicate with families like: Newsletters, texts, flyers, group message apps, bulletin boards, parties, meetings, etc. What option might be helpful?</p> <p>Go back to the Classroom Language Plan and find a volunteer that can help with your translations and ideas.</p>	<p>Building Partnerships with Families of Dual Language Learners</p>

Next, check out *Connecting the Dots for Dual Language Learners Throughout the Preschool Day* course! Engage as the essential ecosystem elements come to life during the preschool day to support the development and learning of dual language learners—during Morning Meeting, Story Time, Centers, Small Groups & Transitions!