Supporting Dual Language Learners
Our Classroom Language Plan

We strive to support dual language learners and all children by creating an ecosystem that supports their learning, and values and respects all assets - linguistic and cultural - they bring to the classroom. We value families and the partnerships we build with them.

Use the information families have shared with you through the Family Language and Culture Survey to brainstorm and plan ways to best meet the needs of DLLs in your classroom.

Getting to know who's in your classroom		
LANGUAGES: *What languages are represented?* *What did the surveys reflect about children's first language and English skills?*		
First Language 1: _____ **Children :**	**First Language 2:** _____ **Children:**	**First Language 3:** _____ **Children:**
Children who speak only English:		
COUNTRIES OF ORIGIN: Where do the children and families come from?		

Engaging families as partners in their children's development
What will you do to learn more about families? How can you help families and how can families help you?
What activities will you plan to get to know families better?
How do you plan to involve them as partners?

Taking stock of all your resources
HUMAN RESOURCES: Who can you count on (staff in your classroom or center-wide, families, community volunteers) to help you support children's first languages in your classroom? How you will use them effectively, e.g., to help you learn words in a child's first language, or to read stories to children in a first language.
MATERIAL RESOURCES: What materials do you have to support teaching DLLs? What do you need to add? Consider materials that reflect children's diversity and support their first language e.g., bilingual books or books in other languages, music, cultural artifacts, games, etc.
Brief inventory of what's available: **Short list of materials and resources you'd like to add to your classroom:**

Creating a culturally and linguistically responsive classroom environment
How will you use all these resources to create a classroom environment that reflects children's culture and language? What evidence will visitors see?
A classroom environment that is culturally and linguistically responsive looks like this:

(adapted from Sancho Passe, A. 2013. DLLs Birth to Grade 3: Strategies for Teaching English, Redleaf Press.)