Applied Vignette for Geometry





**intent:**

Introduce the use and application of the vignette and the interactions and strategies sections of the *California Preschool Curriculum Framework, Volume 1* (PCF) in supporting English- language learners.

**OUTCOMES:**

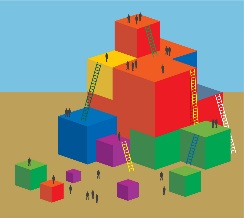
Participants read the vignette and analyze potential interactions and strategies that can be used with dual language learners.

MCBS00539A0000[1]**Materials Required:**

* Dancing ClockPowerPoint slide
* *California Preschool Curriculum Framework,* *Volume 1* (PCF)
* Handout 6: Applied Vignette (Geometry)
* Handout 7: Using English Speaking Peers and ELD Strategies

**Time:** 15 minutes

**Process:**

1. Participants read the vignette on page 286 of the PCF (Vol. 1) with an elbow partner.
2. Guide participants to use Handout 6 and to sketch the vignette.
3. Participants read the two interactions and strategies that follow the vignette and write down any important lessons on Handout 6: Applied Vignette.
4. Trainer explains to participants:
   * Now we will consider the needs of English language learners. What did you read in the interactions and strategies that would be meaningful for supporting English learners?
   * To fully understand, we need to think about two pieces of information. First, at what stage of acquisition is the child? And second, which strategies would best benefit a child at this stage? (*Guide participants to turn to Handout 7: Using English Speaking Peers and ELD Strategies.)* If we were to assume the child is at stage one or two, what are some strategies that might be meaningful? Use both handouts to fill in the third box on Handout 6.
   * Wrap-Up: It is important to remember that we all students learning more than one language in our classrooms, and we need to be thinking about two separate pieces of information in regards to their learning:
     + What is the content you are trying to teach?
     + At what level of language acquisition is the child?