

Code Switching

Why It Matters and How to Respond



A Workbook for Early Head Start/Head Start Programs



THE NATIONAL CENTER ON
Cultural and Linguistic
Responsiveness

Code Switching

Why It Matters and How to Respond



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**Cultural and Linguistic
Responsiveness**

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PREFACE



Code switching (also called language mixing) occurs when a speaker alternates between two or more languages.

This workbook is designed to assist Early Head Start/Head Start and Child Care (EHS/HS/Child Care) programs to

- ▶ understand code switching by children and teachers, and
- ▶ identify and implement effective program policies and practices that promote children's development and school readiness.

This document is intended for:

- ▶ **Teaching staff** to develop their knowledge about code switching and use the exercises to refine their own skills
- ▶ **Family service workers** to share with families
- ▶ **Leaders and trainers** to provide professional development for staff

HOW TO USE THIS WORKBOOK

Learning Exercises are placed throughout the workbook. Readers should complete these short Pause and Reflect activities to

- ▶ enhance their understanding of code switching, and
- ▶ develop program-wide practices that optimally promote children's learning.

Sample answers are provided for each exercise in Appendix A beginning on page 29.



WHILE CODE SWITCHING OCCURS IN ALL LANGUAGES,
EXAMPLES IN THIS WORKBOOK ARE PRESENTED IN:

- English in blue (bold underline)
- *Spanish in red (bold italic)*

WHEN EXAMPLES OF CONVERSATION APPEAR IN:

- Blue text (bold underline) — it is in English
- *Red text (bold italic)* — it is in Spanish

PAUSE AND REFLECT — EXERCISE 1

Getting Started: KWL Chart

*This exercise allows you to **PAUSE** and **REFLECT** about what you know about code switching before and after you begin this workbook and after you have completed this workbook.*

Directions:

Before reading this workbook, complete columns **K** and **W**.

After reading, complete column **L**.

K What I already KNOW about code switching	W What I WANT to know about code switching	L What I LEARNED about code switching

WHAT IS CODE SWITCHING?

Code Switching (also called language mixing) is the “use of elements from two languages in the same utterance or in the same stretch of conversation” (Paradis, Genesee, & Crago, 2011, p. 88).

Code switching occurs when children or adults alternate between two or more languages.

The most common way young children mix two languages is by beginning a sentence in one language, then switching to another (Genesee et al., 2004).



Examples of child code switching in English and Spanish:

- ▶ **“*Quiero jugar* outside.”**
 (“I want to play outside.”)
- ▶ **“*This is not what I want to comer.*”**
 (“This is not what I want to eat.”)

Code switching can happen within any of the subsystems of a language.

<i>Spanish/English Mixing</i>	<i>Language Subsystem</i>
ball- o	Phonological (sounds)
It’s rainy- ando	Morphological/Syntactic (grammar)
<i>Quiero más juice</i> <i>(I want more juice)</i>	Semantic (words and their meanings)

WHO CODE SWITCHES?

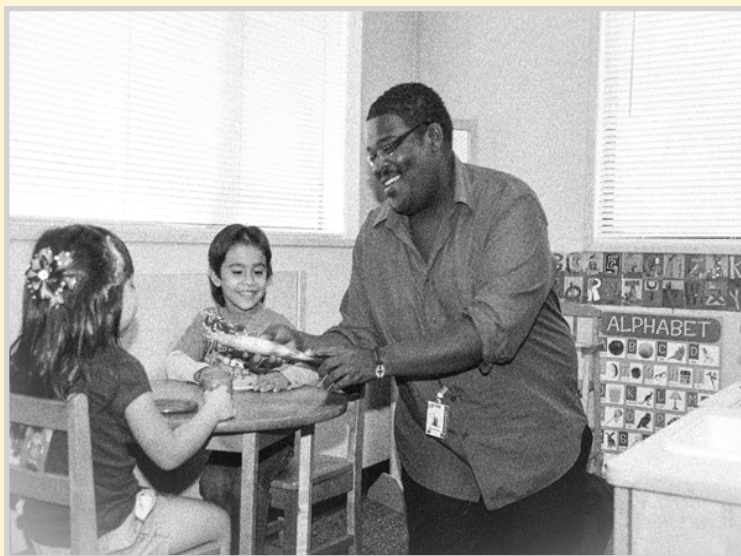
Anyone who knows even a little bit of a second or third language can code switch. Code switching among toddlers, children, teens, and adults has been extensively documented across many languages and settings.



CODE SWITCHING BY CHILDREN: DOES IT MATTER?

IN THE PAST SOME PEOPLE THOUGHT...

- ❌ children were confused and mixing their languages in their brain (i.e., memory),
- ❌ children could not separate the languages,
- ❌ code switching was a disability or evidence of incompetence (Espinosa, 2010; Genesee et al., 2004; Hakuta, 1986), and
- ❌ children should be punished for mixing their languages.



NOW WE KNOW CHILDREN ARE DOING SOMETHING QUITE REMARKABLE

- ▶ When children code switch, they maintain the rules of the grammar of both of their languages (Genesee et al., 2004). Clearly they are keeping their languages separate.
- ▶ Even before they are born, babies' brains distinguish and separate between two languages (Byers-Heinlein et al., 2010).



KEY MESSAGES FROM CURRENT RESEARCH

Code switching shows children's competence because they draw from vocabulary in all their languages!

Current Research

- ▶ Code switching is typical among children and adults who know more than one language.
- ▶ Code switching is a reflection of cognitive and communicative competence (Genesee et al., 2004).



Adults can use instances of children's code switching to

- ▶ observe their language skills, and
- ▶ present strong language models to support learning and development.

Adults who listen carefully

- ▶ understand a child's vocabulary, ideas, and knowledge, and then
- ▶ support the child to interact, extend conversations, and learn more.

It is important that Early Head Start/Head Start and Child Care program leaders

- ▶ share information about code switching with staff, families, and community partners, and
- ▶ ensure intentional and effective practices that optimize children's learning.



PAUSE AND REFLECT — EXERCISE 2

WHEN AN INFANT OR TODDLER CODE SWITCHES

DIRECTIONS: Review the examples of code switching below, and record how you would respond to extend the conversation and build the child’s vocabulary.

SEE APPENDIX A FOR SAMPLE ANSWERS.

Meal time	
Child says	Possible adult responses
<p><u>More</u> <i>leche</i>.</p> <p>More milk.</p>	
<p><i>¡Rica</i> <u>food</u>!</p> <p>Good food!</p>	



Child Pickup	
Child says	Possible adult responses
<p><i>Adiós</i>, <u>teacher</u>.</p> <p>Goodbye teacher.</p>	
<p><u>Go</u> <i>casa</i>.</p> <p>Go home.</p>	



PAUSE AND REFLECT — EXERCISE 2 Continued

SEE APPENDIX A FOR SAMPLE ANSWERS.

Outdoor play	
Child says	Possible adult responses
<u>Tie</u> zapato. Tie shoe.	
Espera. <u>I tired.</u> Wait. I tired.	



Block play	
Child says	Possible adult responses
Bloques <u>fall.</u> Blocks fall.	
<u>My</u> casita. My little house.	
<u>Big</u> torre. Big tower.	



PAUSE AND REFLECT — EXERCISE 3

WHEN PRESCHOOL CHILDREN CODE SWITCH

DIRECTIONS: Review the following examples of code switching below and record how you would respond to extend the conversation and build the child's vocabulary.

SEE APPENDIX A FOR SAMPLE ANSWERS.

Art Area	
Child says	Possible adult responses
<p><u>I drew a picture of my house</u> <i>y de mi gato.</i></p> <p>I drew a picture of my house and of my cat.</p>	
<p><i>¿Do I need to wear...</i> <i>esa cosa para pintar?</i></p> <p>Do I need to wear... that thing to paint?</p>	



Washing Hands	
Child says	Possible adult responses
<p><i>El agua está bien</i> <u>cold.</u></p> <p>The water is very cold.</p>	
<p><i>Mi mano es</i> <u>dirty.</u></p> <p>My hand is dirty.</p>	



PAUSE AND REFLECT — EXERCISE 3 Continued

SEE APPENDIX A FOR SAMPLE ANSWERS.

Mathematics	
Child says	Possible adult responses
<p><u>Do you want to buy some <i>fruta</i>? It costs three dollars.</u></p> <p>Do you want to buy some fruit? It costs three dollars.</p>	
<p><u><i>A mí me gusta jugar con la computer.</i></u></p> <p>I like to play with the computer.</p>	



Social Studies	
Child says	Possible adult responses
<p><u>When I grow up, <i>quiero ser un astronaut para ir a la moon.</i></u></p> <p>When I grow up, I want to be an astronaut so I can go to the moon.</p>	
<p><u>My uncle is a <i>policía.</i></u></p> <p>My uncle is a police officer.</p>	



PAUSE AND REFLECT — EXERCISE 3 Continued

SEE APPENDIX A FOR SAMPLE ANSWERS.

Dramatic Play	
Child says	Possible adult responses
<p><u>The firefighters use ladders and hoses</u> <i>cuando están trabajando.</i> <u>Fire</u> <i>es muy peligroso.</i></p> <p>The firefighters use ladders and hoses when they are working. Fire is very dangerous.</p>	
<p><i>Agarra un</i> <u>hat</u> <i>para que juegues.</i></p> <p>Grab a hat so you can play.</p>	



Music	
Child says	Possible adult responses
<p><u>I like to</u> <i>cantar y bailar</i> <u>every day!</u></p> <p>I like to sing and dance every day!</p>	
<p><i>La</i> <u>guitar</u> <i>is my favorita.</i></p> <p>The guitar is my favorite.</p>	



SEE APPENDIX A FOR SAMPLE ANSWERS.

Science Center	
Child says	Possible adult responses
<div><div><div><div><div>La planta</div><div>needs water,</div><div>sun, y tierra.</div></div></div><div>The plant needs water, sun, and dirt.</div></div></div>	
<div><div><div><div><div>¡La ladybug</div><div>se ve</div><div>grande con el glass!</div></div></div><div>The ladybug looks big with the glass!</div></div></div>	



HOW SHOULD ADULTS RESPOND WHEN CHILDREN CODE SWITCH?

When children code switch, they use all their languages to express themselves as fully as they can. Code switching helps them develop their communication and language skills and learn more!

CODE SWITCHING IS COMMON.



Therefore staff should

- ▶ **expect** children to code switch,
- ▶ **observe** their language skills and general knowledge, and
- ▶ **be** strong language models.

CHILDREN'S CODE SWITCHING IS NOT A PROBLEM.

- ▶ There is no reason to “correct” children when they code switch.
- ▶ “Correcting” code switching ignores the competence that children demonstrate and disregards the messages they are trying to communicate.
- ▶ Adults who try to “correct” children’s code switching can accidentally send the message that children should limit their speech in order to avoid code switching. Clearly, this is not a message that builds school readiness!

LANGUAGE MODELING WHEN CHILDREN CODE SWITCH

Adults are strong language models when they:

- ▶ Use language to extend children's original questions or comments
- ▶ Listen responsively to children
- ▶ Start and continue conversations that children are interested in
- ▶ Are intentional about supporting vocabulary acquisition
- ▶ Support children in remembering and talking about past events and personal experiences



Adults promote positive relationships and support children's developing language abilities when they

- ▶ **accept** all instances of children's code switching as indicators of their current communication abilities,
- ▶ **observe and respond** to the ideas and information that children express during code switching, and
- ▶ **build** on children's ideas and information by inviting them to continue to talk about what's important to them.

As a general rule, adults should ask questions and make comments in only one language at a time.

SAMPLE ADULT RESPONSES THAT INVITE THE CHILD TO CONTINUE THE CONVERSATION



A 2-year-old says, " <u>More</u> <i>leche</i> ."	
Sample <i>Spanish-speaking</i> adult responses	Sample <u>English-speaking</u> adult responses
<ul style="list-style-type: none"> ▶ "Sí, voy a darte más leche. ¿Te gusta tomar leche?" 	<ul style="list-style-type: none"> ▶ "Here is some more milk. Do you like to drink milk?"
<ul style="list-style-type: none"> ▶ "¿Qué comiste con tu leche? ¿Un plátano?" 	<ul style="list-style-type: none"> ▶ "What did you eat with your milk? A banana?"
<ul style="list-style-type: none"> ▶ "La leche es sana y deliciosa. Bebemos la leche para tener huesos y dientes fuertes." 	<ul style="list-style-type: none"> ▶ "Milk is healthy and delicious. We drink milk to have strong bones and teeth."



Sample adult responses that invite the child to continue the conversation

A 3-year-old in the art area says, “ <u>I drew a picture of my house</u> <i>y mi gato.</i> ”	
Sample <i>Spanish-speaking</i> adult responses	Sample <i>English-speaking</i> adult responses
▶ “Dime más sobre tu casa.”	▶ “Tell me more about your house.”
▶ “¿Cómo se llama tu gato y qué le gusta hacer?”	▶ “What is your cat’s name, and what does it like to do?”
▶ “¿Esto me recuerda de la semana pasada cuando dibujaste tu casa y tu perro. Me dijiste que tu perro era muy juguetón y travieso. ¿Cómo es tu gato?”	▶ “This reminds me of last week when you drew a picture of your house and your dog. You told me that your dog was very playful and naughty. What is your cat like?”



Sample adult responses that invite the child to continue the conversation

A 4-year-old in the outdoor play area says, “The firefighters use ladders and hoses *cuando están trabajando. El fuego es muy peligroso.*”

Sample Spanish-speaking adult responses	Sample English-speaking adult responses
<ul style="list-style-type: none"> ▶ “Supongamos que ustedes son bomberos y están en la estación de bomberos cuando reciben una llamada de un incendio en alguna casa. Demuéstrenme lo que harían primero. ¿Y después?” 	<ul style="list-style-type: none"> ▶ “Let’s pretend that you are all firefighters and are in the fire station when you receive a call about a fire in a home. What would you do first? Next?”
<ul style="list-style-type: none"> ▶ “¿Me podrían decir cómo piensan usar sus escaleras y mangueras?” 	<ul style="list-style-type: none"> ▶ “Would you tell me how you plan to use your ladders and hoses?”
<ul style="list-style-type: none"> ▶ “¿Qué debemos hacer si alguna vez se nos enciende el cuerpo?” 	<ul style="list-style-type: none"> ▶ “What should we do if we catch on fire?”
<ul style="list-style-type: none"> ▶ “¿Qué debemos hacer si escuchamos la alarma de incendios en nuestro edificio?” 	<ul style="list-style-type: none"> ▶ “What should we do if the fire alarm goes off in our building?”
<ul style="list-style-type: none"> ▶ “El mes pasado aprendimos todo acerca de los policías y un oficial vino a visitarnos. ¿Recuerdan? ¿Qué nos dijo el oficial acerca de los bomberos?” 	<ul style="list-style-type: none"> ▶ “Last month we learned all about police officers, and an officer came to visit us. Remember? What did the police officer say about firefighters?”
<ul style="list-style-type: none"> ▶ Describa las acciones de los niños como si fuese un anunciador o comentarista deportivo: “Marco se pone sus botas mientras Rosa busca el extinguidor de incendios. Mayela le ayuda a Jorge a subirse al carro de bomberos y abren o prenden la sirena...” 	<ul style="list-style-type: none"> ▶ Narrate the actions that the children are doing, like a presenter or sportscaster: “Marco is putting on his boots, while Rosa looks for the fire extinguisher. Mayela helps Jorge climb onto the fire truck and they turn on the siren...”



Extended Language Examples 1

Example 1: In an EHS classroom, 18-month-old Rosie is walking back and forth between two toy shelves, visually scanning the toys. Her language background includes regular contact/experiences with both English and Spanish. The teacher speaks only English.

Teacher:	I see you're looking at the toys. [pause] Do you see anything you would like to play with?
Rosie:	[no verbal response] Child continues to walk between the two shelves.
Teacher:	[pointing] Now you're looking at the animals.
Rosie:	[pointing] Animales.
Teacher:	[holds out hand] Could you give me an animal?
Rosie:	[hands the teacher a toy lion]
Teacher:	Thank you! You gave me a lion. Now I have a lion with me.
Rosie:	[returns to the shelf and selects a toy tiger]
Teacher:	Look, you have a tiger. I have a lion and you have a tiger.
Rosie:	Tiger, tiger...
Teacher:	You have a tiger. I have a lion. Shall we make a zoo?
Rosie:	[nods head] Zoo. Yo fui (I went there).
Teacher:	Let's get some blocks and make a space for your tiger and my lion.
Rosie:	[smiles and goes to the block area] Este block.
Teacher:	Thank you for the block. Let me put some together for my lion. Now you can build for your tiger.



Extended Language Example 2

Example 2: In a HS classroom, 38-month-old Susana is in the dramatic play area holding a baby doll. Her language background includes regular contact/experiences with both English and Spanish. The teacher is an English-speaking monolingual.

- Susana:** This is my baby.
- Teacher:** Hello, baby. What's her name?
- Susana:** She is Lupita.
- Teacher:** How old is Lupita?
- Susana:** She is one.
- Teacher:** Lupita is one year old?
- Susana:** Yes, it was her *cumpleaños* last week.
- Teacher:** Did she have a birthday party?
- Susana:** Yes, she did. She had a cake and a party. We sang. She got presents.
- Teacher:** What presents did she get?
- Susana:** She got clothes. Some toys. And a blanket.
- Teacher:** [points to the doll] You got a blanket to cover the baby with and keep her warm?
- Susana:** *Sí, la noche es muy fría.*

WHAT ABOUT TEACHER CODE SWITCHING?



Code switching is common among bilinguals. Code switching in adults, as in children, represents communication.

EHS/HS/Child Care teachers and other professionals should focus on their critical role as strong language models whenever they are talking with children.

Teachers should engage in “teacher talk,” in which teachers use new and novel words, extend conversations, and expand children’s perspectives. This kind of engagement is critical to children’s reading success (Brophy et al., 2007; Burchinal et al., 2002;

Genesee, et al., 2004; Snow, Burns & Griffin, 1998).

It’s a balancing act!

Children in EHS/HS/Child Care need teachers to support their development across ALL developmental domains.

The children need teachers who can form close relationships with them and nurture their growth.

A teacher who speaks their language brings many cultural and linguistic resources that promote children’s learning.

Teachers who speak a child’s home language may make a deliberate decision to switch languages— sometimes for several sentences in a row to

- ▶ capture or keep the children’s attention,
- ▶ identify key aspects of a challenging task, or
- ▶ help them remember information.



Switching languages can be particularly supportive in some situations; however, it must be part of an intentional, balanced approach in which teachers follow a clear plan for when they use each language and are clear about the specific goals they seek to accomplish.

Teachers who are bilingual use their two languages in ways that promote children's learning and development when they

- ▶ create close and emotionally supportive relationships with children,
- ▶ provide encouragement for children to try new things or to persist in taking on a difficult task,
- ▶ scaffold children's learning by drawing children's attention to the steps of an activity or by asking children questions that prompt extended thinking/reasoning,
- ▶ connect children's knowledge from home and community settings to classroom experiences, and
- ▶ provide a preview of future activities and discuss children's participation in past activities.





A COMMON AND VERY WELL-INTENTIONED MISTAKE

Some bilingual teachers believe they support dual language development by alternating languages as they teach. This is called *constant code switching* or *simultaneous interpretation*. During small group instruction, book reading, etc., they interpret themselves by reading a sentence in English and then saying the same thing (or something similar) in another language, moving on to the next sentence in the same way.

Alternating between two languages is NOT recommended in any circumstance.

It does not support children's language development and may even be harmful, as children's brains automatically "listen" for their strongest language (i.e., the language they know best) and "tune out" the other.

One Language at a Time

Bilingual teachers should plan separate times to read a book in each language.



During book reading, children need to process the sequence and content of the story. When teachers read in one language at a time they support children to understand and learn new words and ideas.

Constant code switching by teachers can take away from children's language development, as well as their general learning (Genesee, 2004). When children are involved in a learning experience, they need to focus on the "content" of the activity, i.e., the meaning and information. Switching languages could shift a child's attention to the words and away from the content.

STRONG LANGUAGE MODELING

Program leaders are responsible for ensuring that best practices are in place in every classroom.

- ▶ They should lead program-wide efforts to develop and implement a consistent, planned approach to language and literacy development in every classroom, and
- ▶ provide staff with the training and ongoing mentoring so they implement high-quality classroom practices well.



The program's Professional Development (T/TA) Plan should address

- ▶ how and when language(s) will be used in each classroom based on the languages of the children and the languages of the teaching staff,
- ▶ how home language will be supported in classrooms,
- ▶ how families will be engaged in supporting the home language of Dual Language Learners,
- ▶ expectations for teachers regarding code switching,
- ▶ expectations for the level of language ability of bilingual staff,
- ▶ the language and cultural supports that will be provided for each child, and
- ▶ the resources needed to support children, families, and teachers to fulfill the plan.

PAUSE AND REFLECT — EXERCISE 4

Complete this reflective activity individually, with a partner, or as a team.

Consolidate Your Learning	
Questions	Your Answers
<p>1. Review one or more examples of child code switching in the document, <u>OR</u> review one or more examples of child code switching that you have observed.</p>	
<p>2. Record your answers to the following questions.</p> <ul style="list-style-type: none"> ▶ What information was the child using? ▶ What message(s) was the child trying to communicate? ▶ What knowledge or skills did the child demonstrate? ▶ How does the example of code switching connect to the child's home culture and language? 	
<p>3. Based on the ideas and information you identified above, answer the following questions.</p> <ul style="list-style-type: none"> ▶ What language modeling could you use? ▶ What future learning experience(s) could be planned? ▶ What changes to the environment and/or classroom materials could support learning? 	

CODE SWITCHING: WHAT'S NEXT?

After reviewing *Code Switching: Why It Matters and How to Respond*, I understand:

- ☐ Who can code switch
- ☐ What code switching is
- ☐ When and where code switching is observed
- ☐ How children code switch
- ☐ What programs need to know about code switching and why it's important
- ☐ How we should respond to code switching

Next Steps For Me	
Questions	Your Answers
<ul style="list-style-type: none">▶ Who else needs to be aware of the information in this guide so that program policies and best practices in serving children who are Dual Language Learners are enhanced in my program?	
<ul style="list-style-type: none">▶ What ideas/strategies/practices are most relevant and important for me and/or my program?	
<ul style="list-style-type: none">▶ What can I start to apply in the next week/month/year?	
<ul style="list-style-type: none">▶ Which parents/families, staff, and community members can help expand this understanding?	

PAUSE AND REFLECT — EXERCISE 5

Next Steps for Teachers

Check the boxes next to the areas you want to work on. Once you've identified your focus, develop a plan and timeline to accomplish your goals.

- ☐ Increased understanding of code switching and its implications
- ☐ Further training and research on code switching
- ☐ Specific ideas to implement and enhance code-switching best practices and policies
- ☐ Awareness of teacher involvement in enhancing code-switching practices
- ☐ Awareness of administrator involvement in enhancing code-switching practices
- ☐ Awareness of community involvement in enhancing code-switching practices
- ☐ Self-reflection ideas for personal growth
- ☐ Knowledge of Head Start and early childhood educational resources and support on code switching

Comments

PAUSE AND REFLECT — EXERCISE 6

Next Steps for Education Leaders

Check the boxes next to the areas you want to work on. Once you've identified your focus, develop a plan and timeline to accomplish your goals.

- ☐ Increased understanding of code switching and its implications
- ☐ Direction for further inquiry on code switching
- ☐ Specific ideas to implement and enhance code-switching best practices and policies
- ☐ Awareness of teacher involvement in enhancing code-switching practices and policies
- ☐ Awareness of staff involvement in enhancing code-switching practices and policies
- ☐ Awareness of community involvement in enhancing code-switching practices and policies
- ☐ Self-reflection activity ideas for teachers' personal growth
- ☐ Knowledge of Head Start and early childhood educational resources and support on code switching

Comments

CONCLUDING REMARKS

When children code switch, they draw upon the vocabulary they have in each language to express their thoughts. This is a communication strategy (strength) that enables children to say more than they would if they restricted themselves to either one of their languages. When teachers respond to code switching by honoring the meaning the child is expressing, they promote children's language, cognitive, and social development.

Children who are Dual Language Learners should be expected to code switch, particularly during their preschool years. Three- to five-year-old children acquire language skills and increase their vocabulary very rapidly during this period. Children's code switching should, therefore, be accepted as part of their developing communication skills. Teachers should respond to children's meaning (i.e., what the child is trying to communicate) rather than to their language switching.

Teachers should strive to be good language models in any language they are speaking.

APPENDIX A - SAMPLE ANSWERS

Meal time	
Child says	Possible adult responses
<p><u>More</u> leche.</p> <p>More milk.</p>	<p>Do you want more milk?</p> <p>OR</p> <p>More milk? Sure.</p> <p>OR</p> <p>This is your second cup.</p>
<p>¡Rica <u>food!</u></p> <p>Good food!</p>	<p>Yes. The food is delicious.</p> <p>OR</p> <p>I like it too. Yummy!</p>

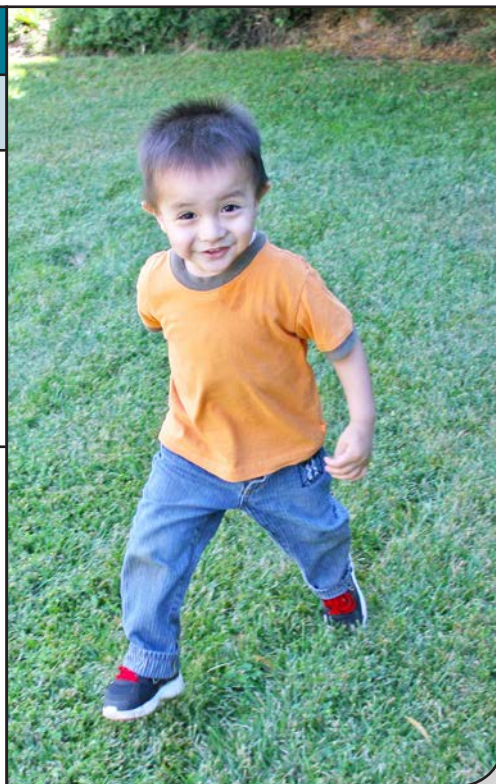


Child Pickup	
Child says	Possible adult responses
<p>Adiós, <u>teacher.</u></p> <p>Goodbye teacher.</p>	<p>Thank you for saying “bye” to me.</p> <p>OR</p> <p>Good-bye. See you tomorrow.</p>
<p><u>Go</u> casa.</p> <p>Go home.</p>	<p>You will go home soon.</p> <p>OR</p> <p>When your mommy gets here, you will go home.</p>



Outdoor play

Child says	Possible adult responses
<p><u>Tie</u> zapato.</p> <p>Tie shoe.</p>	<p>Would you like me to tie your shoe? OR I see your shoe is untied.</p>
<p>Espera. <u>I</u> tired.</p> <p>Wait. I tired.</p>	<p>Okay. I will wait for you. OR You are tired. Do you want to sit down?</p>



Block play

Child says	Possible adult responses
<p><u>Bloques</u> fall.</p> <p>Blocks fall.</p>	<p>Oh no! Did your blocks fall? OR Would like me to help you rebuild your house?</p>
<p><u>My</u> casita.</p> <p>My little house.</p>	<p>Is this your little house? OR Who lives there? OR Do you think I can fit in your little house?</p>
<p><u>Big</u> torre.</p> <p>Big tower.</p>	<p>You made a big tower. OR You made a big tower. It's huge. OR You used a lot of blocks to build a big tower.</p>



Art Area	
Child says	Possible adult responses
<p><u>I drew a picture of my house</u> <i>y de mi gato.</i></p> <p>I drew a picture of my house and of my cat.</p>	<p>Tell me about your cat.</p> <p>OR</p> <p>What does your cat like to do?</p>
<p><u>Do I need to wear...</u> <i>¿esa cosa para pintar?</i></p> <p>Do I need to wear... that thing to paint?</p>	<p>Yes. This is a smock. It goes on over your head and covers your front. It will protect your clothes while you paint.</p>



Washing Hands	
Child says	Possible adult responses
<p><i>El agua está bien</i> <u>cold.</u></p> <p>The water is very cold.</p>	<p>Yes, the water is very cold.</p> <p>OR</p> <p>Can you turn the handle (pointing to handle) to let in more warm water?</p>
<p><i>Mi mano es</i> <u>dirty.</u></p> <p>My hand is dirty.</p>	<p>Let's go wash your hand.</p> <p>OR</p> <p>Let's wash your hand so it's all clean.</p>



Mathematics

Child says	Possible adult responses
<p><u>Do you want to buy some <i>fruta</i>? It costs three dollars.</u></p> <p>Do you want to buy some fruit? It costs three dollars.</p>	<p>I like fruit. Here are my three dollars. OR Three dollars is too much money for fruit.</p>
<p><u><i>A mi me gusta jugar con la computer.</i></u></p> <p>I like to play with the computer.</p>	<p>I like to play on my computer too. OR Show me what you are doing on your computer.</p>



Social Studies

Child says	Possible adult responses
<p><u>When I grow up, <i>quiero ser un astronaut para ir a la moon.</i></u></p> <p>When I grow up, I want to be an astronaut so I can go to the moon.</p>	<p>How would you go to the moon? OR What would you want to take with you when you go to the moon? OR Do you remember the book we read last week about an astronaut?</p>
<p><u>My uncle is a <i>policía</i>.</u></p> <p>My uncle is a police officer.</p>	<p>He must help a lot of people. OR Has he ever taken you to the police station where he works?</p>



Dramatic Play

Child says	Possible adult responses
<p><u>The firefighters use ladders and hoses</u> <i>cuando están trabajando.</i> <u>Fire es muy peligroso.</u></p> <p>The firefighters use ladders and hoses when they are working. Fire is very dangerous.</p>	<p>Why do firefighters need ladders and hoses? How do they use them?</p> <p>OR</p> <p>Have you ever seen firefighters working?</p> <p>OR</p> <p>Do you remember our field trip to the fire station last month?</p>
<p><i>Agarra un <u>hat</u> para que juegues.</i></p> <p>Grab a hat so you can play.</p>	<p>Let me get a police hat to play with you.</p> <p>OR</p> <p>Yes. I want to play. I think I will be a doctor with you. What are we going to do? Are we at the hospital?</p>



Music

Child says	Possible adult responses
<p><u>I like to cantar y bailar every day!</u></p> <p>I like to sing and dance every day!</p>	<p>What is your favorite song? Can you teach it to me?</p> <p>OR</p> <p>Can you show me how to dance?</p> <p>OR</p> <p>Do you sing and dance at home? Tell me more.</p>
<p><u>La guitar is my favorita.</u></p> <p>The guitar is my favorite.</p>	<p>Why do you like the guitar?</p> <p>OR</p> <p>I know, because you choose the guitar every day.</p>



Science Center	
Child says	Possible adult responses
<p><i>La planta needs water, sun y tierra.</i></p> <p>The plant needs water, sun and dirt.</p>	<p>You're right! Plants need water, sun, and soil in order to grow.</p> <p>OR</p> <p>Did you know the plant gets its food from the soil?</p> <p>OR</p> <p>Where does our food come from?</p>
<p><i>¡La ladybug se ve grande con el glass!</i></p> <p>The ladybug looks big with the glass!</p>	<p>This magnifying glass makes the ladybug look big.</p> <p>OR</p> <p>Yes. The ladybug looks so big under the magnifying glass.</p>



APPENDIX B - REFERENCES

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