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| Strategy: | Where? | Tips to support individual children: |
| “**Acknowledge children’s contributions**” (PCF, Vol. 1, p. 112). | * Large group conversations (inside or outside)
* Small group conversations
* Individual conversations
 | Child: Communicates with sign languageTip: Learn and teach the class a few simple signs like, “Thank you!” or “tell me more” to encourage communication.  |
| “**Set the stage for language use**” (PCF, Vol. 1, p. 112).  | * Create physical space to comfortably have conversations.
* Create a social environment that encourages curiosity and risk-taking in conversation.
 | Child: Becomes overstimulatedTip: Create opportunities for conversation to occur in pairs (e.g., playing a simple game together, drawing a picture together, etc.). |
| “**Play games and make them interesting and fun**” (PCF, Vol. 1, p. 113)!  | * Large group conversations (inside or outside)
* Small group conversations
* Individual conversations
 | Child: English is not home languageTip: Ask families to teach you games they play at home; replicate these games in English in the classroom. |
| “**Engage in ‘getting to know you’ conversations**” (PCF, Vol. 1, p. 113).  | * As children are welcomed into the classroom
* In the comfortable physical spaces created for conversations
* During outside time (especially good for individual conversations)
 | Child: English is not home languageTip: Learn and teach the class how to say “hello” and even, “Do you want to play?” in the child’s home language. |
| Other: |  |  |