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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 language  Tip: 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 overstimulated  Tip: 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 language  Tip: 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 language  Tip: Learn and teach the class how to say “hello” and even, “Do you want to play?” in the child’s home language. |
| Other: |  |  |