|  |
| --- |
| **Listening** |
| * Model good listening skills
 | * Use the home language for comprehension
 |
| * Keep messages and directions short
 | * Teach children how to listen, repeat messages, and ask questions
 |
| * Have a listening library in the home language and in English
 | * Summarize or provide key phrases of a story in a book, finger play, or song in the child’s home language before introducing it in English
 |
| * Use language and literacy activities that contain repetitive refrains
 | * Use running commentary when the child is engaged in an activity
 |
| * Use multiple methods for scaffolding communication depending on the stage of English-language development of the child
 | * Target both the content and English-language development in every activity
 |
| * Observe preschool English learners during group time, storybook reading, and in small groups (to determine their progress in English comprehension and adjust expectations accordingly)
 |  |
| **Speaking** |
| * Learn how to pronounce the child’s name as accurately as possible
 | * Learn some key words or phrases in the child’s home language
 |
| * Repeat common phrases slowly and clearly to the child
 | * Allow the child to start slowly
 |
| * Allow for wait time
 | * Scaffold communication by combining English words with some type of body gesture or visual cue
 |
| * Be thoughtful about helping children understand what words mean
 | * Plan for vocabulary development
 |
| * Expand and extend the child’s language
 | * Create small groups for book reading
 |
| * Ask a family member or knowledgeable community resource to share appropriate social conventions for the child’s language and culture
 | * Observe the child during drop-off and pick-up for cues
 |
| * During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families
 | * Listen appreciatively to children’s stories
 |
| * Ask open-ended questions and sustain the conversation over a number of turns
 | * Help children understand idioms
 |
| * Provide materials that help stimulate talking or oral narratives
 | * Provide wordless picture books
 |
| **Reading** |
| * Expose children enthusiastically to all types of print (e.g., magazines, billboard sings, books, posters)
 | * Connect Literacy to home culture and community
 |
| * Build on exiting strengths to help learn new English vocabulary
 | * Use read-alouds in small groups
 |
| * Connect print material to children’s interests
 | * Invite children to discuss and react to story narratives
 |
| * Encourage children to dictate, retell, and create their own books
 | * Point out print features during shared reading
 |
| * Point out print features during shared writing
 | * Equip all learning areas with books and writing materials
 |
| * Help children create their own books
 | * Point out the meaning of print around the classroom and in the community
 |
| * Have lots of clear print in multiple languages in the environment
 | * Engage children in purposeful writing
 |
| * Have children identify the letters of their own names in any language
 | * Provide English alphabet letters in multiple forms (e.g., magnetic letters, wooden letters, paper tracing letters, letter stamps, and alphabet charts)
 |
| * Read alphabet books in multiple languages
 | * Sing silly songs that can be phonetically manipulated
 |
| * Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.
 | * Identify and practice English sounds that do not exist in the home language
 |
| * Use real objects and emphasize syllables and phonemes
 | * Play games that emphasize the first sound of compound words
 |
| **Writing** |
| * Look for opportunities for adult- and peer-mediated conversation about writing by using the child’s home language to initiate this discussion
 | * Link writing to listening and speaking so English learners can draw from other language strengths.
 |
| * Focus writing activities on literature
 | * Supply learning areas with writing materials
 |
| * Have children dictate their own short stories
 |  |

*California Preschool Curriculum Framework*, *Volume 1*, pp. 190-221

Stages of sequential bilingual language development:

* Home language use
* Observational and listening period
* Telegraphic and formulaic speech
* Fluid language use

Children do not necessarily follow these stages in a linear fashion; they often move in and out of these stages depending on the types of supports available to them in any particular interaction or setting:

**Home Language Use**

* 1. Children use home language
	2. Teaching Tip: Activities should focus on listening comprehension
	3. Teaching Tip: Activities should build receptive vocabulary

**Observational and Listening Period**

* 1. Children communicate with gestures and actions
	2. Teaching Tip: Activities should expand receptive vocabulary
	3. Teaching Tip: Activities should be designed to motivate children to produce vocabulary which they already understand

**Telegraphic and Formulaic Speech**

* 1. Children speak using one or two words or short phrases
	2. Teaching Tip: Activities should expand receptive vocabulary
	3. Teaching Tip: Activities are designed to develop higher levels of language use
	4. Teaching Tip: Introduce language experience activities

**Fluid Language Use**

* 1. Children speak in longer phrases and complete sentences
	2. Teaching Tip: Activities should expand receptive vocabulary
	3. Teaching Tip: Activities are designed to develop higher levels of language use in content areas.