

Doña Ana County Head Start

Curriculum Plan to Assist Dual Language Learners

Progress in Understanding & Speaking both English & their Home Language¹

Child's Name _____

Center _____

Name of Staff _____

Fall Winter Spring

_____ . _____ _____ Build positive, warm, nurturing relationships with dual language learners so that they feel safe and less anxious. Not being able to communicate creates considerable anxiety for young children who cannot learn anything well if they are stressed.

_____ _____ _____ Speak English in ways that help dual language learners understand: For example, use simple sentences, actions, visual aids, repeat what is said, give extra wait time, use gestures and facial expressions, point to objects, use everyday vocabulary and model what is to be done.

_____ _____ _____ Speak English clearly and slowly but not loudly, simplifying language when needed as you would for younger children who are just learning their first language. Gradually expand your vocabulary so dual language learners continue to make progress in vocabulary development and are challenged.

_____ _____ _____ Help children link English vocabulary to firsthand experiences with pictures, concrete objects, and real-life events. At the beginning, talk about the here and now, until children become more proficient in English.

_____ _____ _____ Respect and value children's home language and cultural identity. Provide pictures to accompany the daily schedule and other print in the classroom.

_____ _____ _____ Encourage children's attempts to express themselves in English. Let them know how much you appreciate their efforts.

_____ _____ _____ Use repetitive songs, games, and finger plays to help children learn new phrases and sentences, such as, "Hello, hello, hello and how are you? I'm fine, and I hope that you are too."

_____ _____ _____ If you do not share the home language with a DL learner, ask the parents for a few words in the home language that can be used to welcome the child into the classroom. Write children's own stories or audiotape them in their home language, involving volunteers, parents and older children who speak the language to comfort their child or to help other children hear the sounds of the child's home language.

_____ _____ _____ Provide social support for dual language learners – regular contact with other children or adults who speak their language to help support their identity and help them make sense of what is happening around them.

_____ _____ _____ Provide lots of time and opportunities for children to talk among themselves. Pair dual language learners with dominant English speakers for some activities, especially snack time and group time.

_____ _____ _____ Be alert to DL learner's use of non-verbal communication, such as pointing to the snap blocks. Supply the words in English for what the child is trying to communicate. For example, "You want to play with the snap blocks? Here are the snap blocks."

_____ _____ _____ Place important words at the end of a sentence and emphasize those words. For example, "This is your *hand*. Do you want to trace your hand?"

_____ _____ _____ Use running commentary by telling DL child what you are doing as you are doing it. For example, "Now I will get a paper towel to dry my hands".

- _____ Use parallel talk, describing the actions of the child, “You are stacking the blocks on the shelf.”
- _____ Expand and extend any effort that a child makes to use English. For example, when a child is washing his hands and says, “towel”, you might say, “Yes, you need a paper towel”.
- _____ Supply English words for any object that a DL learner shows interest in. Then see if you can elicit what the name for that object is in the child’s home language.
- _____ Model correct English versions of phrases used by Dual Language learners. For example, if a child says, “I goed to the store”, you respond, “you went to the store? What did you get?”
- _____ Stick to predictable, comfortable classroom routines and use consistent language when referring to activities and objects so dual language learners know what to expect.
- _____ Provide small group reading times using concept books or predictable texts, such as *Brown Bear, Brown Bear*, books in the *Spot* series, or the bilingual collection of *Alma Flor Ada*, with simplified vocabulary where children can clearly see the pictures and follow along.
- _____ Pause and let children fill in with the next word when reading books with a repetitive refrain, for example, “Brown bear, brown bear, what do you _____?”
- _____ Read often in small groups in order to support children who seem confused or uncertain about the story.
- _____ Read a book not once but many times in children’s home language prior to reading it in English, as long as children are enjoying it, so they become familiar with the story line. Reading the story in the home language should not happen immediately prior to reading it in English, but rather earlier in the day or week.
- _____ Provide interesting topics of study that give children something to talk about and help them make connections among concepts and make sense of the new words they are learning
- _____ Offer opportunities and support for play because children’s natural interest in playing and communicating with other children provides motivation for their language development.
- _____ Pair a Dual Language Learner with an outgoing English speaking child for certain periods during the day so that the English speaking child may help to integrate the Dual Language Learner into the class.
- _____ Help children acquire book knowledge and appreciation, print awareness, and phonological awareness in their home language, drawing on family and community members as resources. Once acquired, these skills will transfer as children become proficient in English.
- _____ Include environmental print, such as signs and labels, in English and the children’s home language.
- _____ Provide books, magazines, newspapers and other text in English and the children’s home language.
- _____ Encourage parents to talk with and read to children in their home language and English, where possible.
- _____ Invite families to engage children in cultural experiences and oral traditions such as storytelling and puppetry in their home language and English.
- _____ Provide a listening center with stories and songs on tape in children’s home languages and in English.
- _____ Involve children in dramatizing a story or event, encouraging children to repeat dialogue, actions and phrases together.
- _____ Consider using sign language in conjunction with spoken words to provide multisensory learning.
- _____ **If the child is using a language other than English at home, ask the parent if they feel the child is making appropriate progress in that language.**