

## **Instructional Guide for Chapter 1**

***Preschool English Learners:  
Principles and Practices to Promote Language, Literacy and Learning  
A Resource Guide  
CDE (2007)***

**Chapter 1: Introduction to the Preschool English Learners Resource Guide**

## Getting Started

**Begin** by becoming familiar with Chapter 1 of the *Preschool English Learners Resource Guide*. This will provide an introduction to the organization and content of the Resource Guide. Chapter 1 includes:

- A definition of the preschool English learner (page 2)
- A list of the core beliefs that are embedded in the content of the *Preschool English Learners Resource Guide* (page 3)
- An overview of the Principles and Practices that are introduced in each chapter (page 4)
- A short summary of the content and main ideas from each chapter (page 5)
- A key to the icons used consistently throughout the *Preschool English Learners Resource Guide* indicating: research highlights, principles and practices, voices from the preschool classroom, and research to practice (page 7)



Slides 1-9

**Consider** asking students to keep a journal of their experiences with this material in class. This could be done in a ten to fifteen minute writing session at the end of class. It might be helpful to provide a few consistent questions for reflection after each class, such as:

- What ideas stood out most for you today?
- How can you apply that information to your work now or in the future?
- To apply these ideas, what further information or support do you need?
- What actions do you need to take?



Slide 10

These questions also can be used consistently for reflection following in-class activities.

**Keep in mind** that when considering using materials in this instructional guide:

- All five instructional components (motivator, information delivery, etc.) and related activities have not been provided for every Key Topic. Components have been selected that are appropriate to the content.
- Each activity can be used independently or in a sequence appropriate for your particular students, program needs, or instructional priorities.
- Each activity is broadly defined (not scripted) so that it can be used as is, or tailored in terms of content and/or process.