

Instructional Guide for Chapter 2

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

Chapter 2: Preschool English Learners, Their Families, And Their Communities

PRINCIPLE 1:

The education of English learners is enhanced when preschool programs and families form meaningful partnerships.

Addressing Key Topics

Key Topic: Situation on page 9 (Introduction to the Chapter)

Motivator and/or Connection to Experience

As a means of introducing the contents of Chapter 2 to students, use a guided reflection process to link the vignette on page 9 to students' experiences. Students can do this in pairs, small groups, or as a whole class. You might try asking the first question of the whole class to elicit their experiences, and then ask students to work on the remaining questions in pairs or small groups.

Guided Reflection:

- What skills or attitudes did this teacher possess that enabled him to engage with the children who are English learners?
- What experiences have you had that remind you of this story? (Ask students to think of experiences they have had where they did not speak the language of adults or children with whom they needed to communicate.)
- What skills did you need when you were faced with a similar situation?
- What strategies did this teacher use? How did this teacher support the children's sense of security and competence?
- Can you think of other strategies that you have used or that could be used?



Slides 3-4

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.1-1.5, 1.9; 2.2, 2.10; 4.1-4.4
Skills	1.1, 1.2, 1.5-1.8; 2.1, 2.5; 4.1-4.4

In-Class Activity

Try concept mapping. Put the term 'English Learners and Their Families' in the middle of a circle (large paper, whiteboard, etc.) and ask students to brainstorm what they think of when they see that term. To start this activity ask each student to take three minutes to independently brainstorm words and/or two or three word phrases that come to mind when they see the term. These can then be collected and written, anonymously if that makes students more comfortable, on the main chart. Ultimately, it is important to record their responses in a way that is visible to the entire class. As students' thoughts are shared, watch for terms that can be linked or that lead to other ideas.

When the topic seems to be exhausted, ask:

- What surprised you?
- What themes emerged?
- What ideas were contributed that you had not considered?
- Are there some ideas that do not seem to fit well?
- What conclusions can you make about this concept?

Students can record the responses to these questions as an entire group or individually as each response is contributed.

As an extension of this activity, ask students to write a personal response or choose a particular theme that emerged, such as ‘parents who do not speak English’ for further research and/or reflection.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1, 1.2, 1.3, 1.5, 1.6, 1.8; 2.2, 2.4, 2.6, 2.7, 2.9; 3.1; 4.1 – 4.4; 5.1, 5.2</i>
Skills	<i>1.1, 1.3, 1.4, 1.8; 2.1, 2.2, 2.3, 2.5, 2.8; 4.1 – 4.4; 5.1 - 5.</i>

Key Topic: The Children

Motivator and/or Connection to Experience

Ask students to introduce themselves in their home language. Using a world map, have students place a post-it on the map indicating places where their own language, including English, is spoken. If students are currently working in programs, they could do this for the languages of children in their programs.

This can help students see how connected they are to speakers of languages around the world. If you have a group of students who are mainly speakers of English as a home language, it is still helpful to discover where English is spoken as a first or second language. Much of this information is available on the internet.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.5, 1.6, 1.8; 2.1, 2.2, 2.6, 2.10; 4.1 - 4.4</i>
Skills	<i>1.3, 1.5; 2.1, 2.3, 2.5; 4.1 - 4.4</i>

Information Delivery

To establish the context for understanding the complexities of working with English learners and their families, utilize the demographic data and figures from Chapter 2 to present information about:

- The diverse ethnic population of children in California preschools
- Enrollment and percentage of English learners in California public schools
- Most prevalent non-English languages spoken by students in California



Slides 5-8

Note: It is strongly recommended that faculty include additional demographic data, specific to the local community and the population of children and families in early childhood programs in the local area.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1, 1.2, 1.3, 1.5, 1.6, 1.8; 2.2, 2.4, 2.6, 2.7, 2.9; 3.1; 4.1 - 4.4; 5.1, 5.2</i>
Skills	<i>1.1, 1.3, 1.4, 1.8; 2.1, 2.2, 2.3, 2.5, 2.8; 4.1 - 4.4; 5.1 - 5.3</i>

In-Class Activity

Use the following quote from the *Preschool English Learners Resource Guide*:

“Recent demographic trends have far-reaching implications for early childhood educators” (p.10).

Before doing this activity, explore demographics in local communities and in local child care. Most of this information is available on the internet, at sites such as cde.ca.gov or the websites of county and other educational jurisdictions. Faculty or students could do this exploration. It is strongly recommended that local or regional demographics be discussed, as well as state demographics.

As a whole group, ask students first to describe these current demographic trends. In pairs, small groups, or with the entire class, discuss some of the implications of the demographic data. Be sure to discuss how the demographics of California have changed in recent years and the implications for programs.

Following this activity, guide the students through some reflective questions, such as:

- What facts or ideas stood out most for you?
- 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?

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.1, 1.2, 1.3, 1.5, 1.6, 1.8; 2.2, 2.4, 2.6, 2.7, 2.9; 3.1; 4.1 – 4.4; 5.1, 5.2
Skills	1.1, 1.3, 1.4, 1.8; 2.1, 2.2, 2.3, 2.5, 2.8; 4.1 – 4.4; 5.1 - 5.3

In-Class/Out-of-Class Activity

Part 1:

Focusing on the six most prevalent non-English languages spoken among students in California (page 12), ask students to find the numbers for all people who speak these languages (Spanish, Vietnamese, Cantonese, Hmong, Tagalog, and Korean), and the countries in which each is spoken. These languages are widely dispersed around the globe, so it is important to find the countries and numbers for all speakers. (An online encyclopedia is a good source for this information.)



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Part 2:

The following could be done as a class discussion or as a written assignment. After determining the number of people that speak these six languages, ask students to address the following questions:

- What do these numbers tell us about the value of supporting ourselves and our students in knowing each of these languages in the world?
- What does this mean in terms of commerce, education, technology, and travel. Ask students to also think of the value of knowing English in a world increasingly connected by the internet.
- What are five advantages of communicating effectively in a variety of places and situations in a language other than one's own home language?

Note: Consider modifying the assignment to focus on the most prevalent language(s) in your particular local region.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	1.8; 4.2
Skills	1.7; 2.1, 2.3; 4.3

Key Topic: The Role of Families in Language and Literacy Development

Subtopics: 1. Positive effects of parental involvement

2. Differences in language and culture between teachers and families

Motivator and/or Connection to Experience

Ask students to think about situations in their personal or work lives where others have held beliefs and values different from their own. In discussing this information with the group, focus on what or who provided support and helped them adjust. It is not essential for students to describe the situations to the group; these are sometimes uncomfortable to share. Compile a list of behaviors, attitudes, and/or strategies that can help families feel accepted in these situations. Faculty might help focus the discussion by giving an example from personal experience.

You may want to use these questions to begin the discussion:

- Did anything make them feel excluded or not welcome or accepted?
- What helped them (or would have helped them) feel comfortable in those situations?
- What are implications for their work?

Note: Also, consider using this activity as an out-of-class written assignment, or for small group work. If possible, it sometimes helps to generate ideas if the small groups contain a mix of cultural and/or linguistic backgrounds. However this activity is used, it is important to have the positive strategies shared with the entire class.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.5; 1.7, 1.8; 2.1 – 2.11; 4.1 – 4.4</i>
Skills	<i>1.1, 1.2, 1.4, 1.7; 2.1 – 2.8; 4.1 – 4.4; 5.2</i>

Information Delivery

Two panel options are suggested:

Panel Option 1:

Invite a panel of teachers to discuss situations when they had to support families who were of a different culture and/or spoke another language. Be sure that panelists represent diverse experiences. In preparation for the panel discussion, ask students to generate some questions they would like to ask.

Some questions or prompts might include:

- Describe the situation.
- Were there any times during these situations when you felt uncomfortable?
- What strategies did you use?
- How did you prepare to carry out these strategies?
- How did you follow-up and continue to support the families?

Note: Because the logistics of bringing guest panels to campus locations are sometimes difficult, an alternative implementation would be for students to conduct interviews outside of class with teachers and administrators of early childhood programs. Again, try to ensure a range of experiences in those interviewed.

Panel Option 2:

To address the subtopic of the positive effect of parental involvement, a panel of parents (or individual interviews) also could be used and organized as in the previous option. Be sure to recognize and emphasize the different ways in which parents can be involved in their children's education and how program staff can encourage and validate parents' efforts.

Guiding questions might include:

- In what ways have parents been involved in your program?
- What specific strategies have you used to encourage and support parent involvement in the education of their children?
- What other ideas do you have that would help parents to become involved in their children's education?
- What positive effects of parent involvement have you experienced?
- For the children? For the parents? For the program? For you?

An alternative activity could be to ask students to interview a parent about their experiences with 'parental involvement' with the preschool program that their child attends. Again, before students do this assignment, it is helpful to generate a list of potential questions in class.

These might include:

- Describe your involvement with your child's preschool.
- Do you feel welcome?
- Are there things you would like to know more about in order to help your child?

Note: Additional questions might address specific family challenges that have to be coordinated with the preschool, how the family feels supported in the education of their child, and other issues of family participation.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.5; 1.7, 1.8; 2.1 – 2.11; 4.1 – 4.4</i>
Skills	<i>1.1, 1.2, 1.4, 1.7; 2.1 – 2.8; 4.1 – 4.4; 5.2</i>

In-Class Activity

Considering their own families' practices, have students complete the literacy checklist in CDD's *Preschool English Learners Training Manual* (Handout 2B for Chapter 2), entitled, "Survey of Children's Home Literacy Activities." In pairs, or small groups, ask them to compare the results. Emphasize that families have different strengths and patterns of literacy activities at home. As an extension of this activity, have students ask a few families to complete the checklist. The information from the checklists can be compiled and shared with the class. Discuss the ways in which families use literacy activities at home.



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<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.3, 1.4; 1.7, 1.9; 2.2, 2.7, 2.8, 2.10, 2.11, 4.1, 4.2, 4.4</i>
Skills	<i>1.4, 1.5, 1.8; 2.4, 2.5, 2.8; 4.1 – 4.4</i>

Survey of Children’s Home Literacy Activities

The purpose of this survey is for you to explore the ways that you and your peers use language and literacy at home.

Part A: Individual Inventory of Literacy Practices

Print Materials

Does your family use any of the following print materials? If so, indicate with a checkmark. Provide additional detail as necessary. Feel free to add other print materials not listed.

- | | |
|--|---------------------------------------|
| Mail, e.g. letters, bills | Folktales |
| Letters or cards from relatives | Nursery rhymes |
| Printed copies of email | Poetry |
| Newspapers | Television guides |
| Popular magazines | Board games |
| Religious books and written materials | Children’s coloring or activity books |
| Cookbooks and food labels | Packaging and instructions |
| School newsletters and information
flyers | Other |
| Children’s story books | |
-

Oral Activities

Does your family engage in any of the following activities? If so, indicate with a checkmark. Provide additional detail as necessary. Feel free to add other activities not listed.

- | | |
|---|----------------------|
| Rhymes | Proverbs |
| Stories | Limericks |
| Songs, if yes, what types? Any
favorite songs? | Family Conversations |
| Folktales | Other |
| | Word games |

If yes, when do the best conversations happen?

What does your child like to talk about?

What do you like to talk about?

Taken from: *Preschool English Learners Training Manual, Chapter Two:
Preschool English Learners, Their Families, and Their Communities DRAFT 3/05/07*

Out-of-Class Activity

Give a research assignment on the positive effects of parental involvement. Ask students to find two (or more) research studies that document the positive effects of parental involvement on children's achievement in school, specifically for children from linguistically and culturally diverse families. Some students may want to consider the relationship between early parental involvement and later academic achievement. Whatever topic is addressed, emphasize that the studies and references must relate to early childhood education. There is a great deal written about K-12 parental involvement, but the nature of early childhood programs makes parental involvement a bit different. Have students write a paper (with references cited) describing the effects of parental involvement. Consider compiling a list of these resources for students.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1-1.4, 1.7 - 1.9; 2.1 - 2.4, 2.8 - 2.11; 4.1, 4.2, 4.4</i>
Skills	<i>1.1, 1.2, 1.5, 1.6, 1.8; 2.2 - 2.8; 4.1 - 4.4; 5.2</i>

Key Topic: The Immigrant Experience

Motivator and/or Connection to Experience

Invite students to tell their own immigration stories or the stories of their families' immigration experiences. In this activity, faculty might begin with their own immigration stories. It is also important to remember that everyone has an immigration or migration story that provides roots to reflect upon. Be sensitive to the depth at which these stories can touch people, and do not require that everyone tell their story.

Begin with the following conversational guides:

- Describe your family's immigration or migration story.
- What was most difficult aspect or experience for the family members involved?
- What was really helpful?
- If it was you who immigrated or migrated, who helped you the most?
- What strategies did you use to be able to communicate and meet challenges?

Following this conversation, a guided reflection might be helpful, using the questions below:

- What surprised you?
- What themes emerged?
- What are some commonalities to these experiences?
- What are some things that are unique to individuals?
- What are the implications for your work, now or in the future?

Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize

Knowledge	1.5 - 1.8; 2.1 - 2.10; 4.1 - 4.4, 5.1
Skills	1.3, 1.5; 2.1 - 2.6, 2.8; 4.1 - 4.2, 5.1

Information Delivery

Invite a panel of parents who have personal immigration experiences to come to class and share their stories. Again, be sensitive to the depth at which these stories can touch people.

Consider using these questions to begin the discussion:

- Describe your experience.
- What was it like for you to experience a culture and perhaps language different than your own?
- What was most difficult aspect or experience?
- What was really helpful?
- Who helped you the most?
- What strategies did you use to be able to communicate and meet challenges?
- Do you continue to have difficulties? If so, please share the challenges you face.

Following this conversation, a guided reflection with students might be helpful, using the following questions:

- What surprised you?
- What themes emerged?
- What are some commonalities that you saw across these experiences?

- What are some things that are unique to individuals?
- What are the implications for your work now or in the future?

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.5 - 1.8; 2.1-2.10; 4.1-4.4; 5.1</i>
Skills	<i>1.3, 1.5; 2.1-2.6, 2.8; 4.1, 4.2; 5.1</i>

Out-of-Class Activity

Here are two suggested research topics for more advanced students:

- Ask your local librarian or your college librarian for a list of novels relating to the immigrant experience, or use a relevant novel that you already know. Ask students to read this novel, and to write a short paper in which they cite three examples from the book that demonstrate challenges that families face in the experience of immigration.
- Ask students to explore the concepts of individualism and collectivism. How might the differences between these cultural values systems affect preschoolers and their families?

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.5 - 1.8; 2.1-2.10; 4.1-4.4; 5.1</i>
Skills	<i>1.3, 1.5; 2.1-2.6, 2.8; 4.1, 4.2; 5.1</i>

Key Topic: Connecting School and the Home Language

Motivator and/or Connection to Experience

Have students participate in a role-play about their first day in preschool. Ask one student (or the faculty) to be the teacher and read a story to the class in a language that some (or most) students do not understand. Read the story as if it were a group story time, including making comments, labeling, questioning, pointing to pictures, etc.

Follow the role-play with a guided reflection:

- What was the story about? Could you follow what the teacher was saying and the questions the teacher asked?
- If you experienced this every day, what would it be like for you?
- Why do you think it is important to understand and support students learning a new language and using their home language?
- How might you develop and meet communication goals for all the students in your setting?

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.9; 2.1 – 2.3, 2.10; 3.1; 4.1 – 4.4; 5.1 – 5.2</i>
Skills	<i>1.1 – 1.8; 2.1 – 2.5; 3.1; 4.1 – 4.4; 5.1 – 5.3</i>

Information Delivery

To support the Practices (page 16) associated with this Key Topic, consider the following:

- Ask students to discuss how these practices are implemented in programs in which they are working, programs in which their own children are enrolled, or any programs with which they are familiar.
- Invite teachers or directors to visit the class and discuss how they implement or might implement the practices.
- Have students conduct an interview with a teacher or director to gather information about how these practices might be observed in various programs.



Slides 10-12

The following questions could be used by students in any of the above activities:

- How is language learning for all students addressed?
- How are the home languages of students supported?
- How are communication goals for all students in your setting developed and addressed?
- How are families connected to what is going on at school?
- Are activities sent home so that families can support what children are learning at school?
- If so, please describe the activities that support home-school connection.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.9; 2.1 – 2.11; 3.1; 4.1 - 4.4; 5.1, 5.2</i>
Skills	<i>1.1 – 1.8; 2.1 – 2.8; 3.1; 4.1 – 4.4; 5.1 – 5.3</i>

Out-of-Class Activity

Ask students to write a reflection paper, including personal observations, addressing the first two Practices listed in this Key Topic area:

- Determine how language learning, home language support, and communication goals will be addressed in your setting for all students.
- Provide options for home-based activities that can support what children are learning at school.

Note: Emphasize that implementing these two practices will help bridge the home and school as opposed to widening any gaps that may exist between the home and school cultures and/or contexts.

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.9; 2.1 – 2.11; 3.1; 4.1 – 4.4; 5.1, 5.2</i>
Skills	<i>1.1 – 1.8; 2.1 – 2.8; 3.1; 4.1 – 4.4; 5.1 – 5.3</i>

In-Class/Out-of-Class Activity

Ask students to imagine that they are teaching in a program that has just been designated a model program for ‘home language support and forming partnerships with parents of children for whom English is not their first or home language’. Ask students to describe the program they envisioned, including specific details about program activities, schedules, and routines. Have students include at least five of the Practices described for Principle 1 on page 16. This could also be used as an assessment process.

This activity could be implemented in different ways:

- Consider having students write a narrative, divided into several relevant topics (such as learning environment, materials, routines, peer interactions, events) to describe their program.
- This could also be a group assessment in which different groups are responsible for describing different aspects of the program and discussing the implementation issues.
- Other possibilities might include developing an annual plan for a program or a set of guiding principles.

Students also can respond to the following questions:

- What services and supports are available for families?
- When and how do you communicate with families?
- How do you connect families to what is going on at school?
- What makes this a model site? What are the program components?

<i>Knowledge and Skills identified for Chapter 2 that could be addressed with this activity depending on the themes that emerge and areas that faculty choose to emphasize</i>	
Knowledge	<i>1.1 – 1.9; 2.1 – 2.11; 3.1; 4.1 – 4.4; 5.1, 5.2</i>
Skills	<i>1.1 – 1.8; 2.1 – 2.8; 3.1; 4.1 – 4.4; 5.1 – 5.3</i>