

Instructional Guide for Chapter 8

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

Chapter 8: Recommended Early Literacy Practices

PRINCIPLE 9: Engaging in multiple literacy practices, such as reading books, singing songs, and reciting poetry, is part of the daily life of many families.

PRINCIPLE 10: Offering a variety of opportunities for children to explore written materials and their meanings as well as the sounds of spoken language through rhyme and alliteration builds the language and literacy skills of preschool English learners.

Addressing Key Topics

Key Topic: Viewing the DVD: A World Full of Language: Supporting Preschool English Learners

In-Class Activity

View the second half of the DVD (Moving Toward Literacy) with students. For many students, it is best to view it once without taking any notes. Then, view it a second time using the viewing guide below. This time, using the viewing guide, ask students to note the five strategies presented in the DVD and list examples they see in the DVD.

After viewing a second time and listing examples, ask them to get together in pairs or teams of three and brainstorm some other examples of things they could do to support children who are English learners. Remind them that the strategies in chapter 5 on pages 52 to 55 might be helpful.



Slides 3-7

Bring the group together and provide time to share examples. If someone can record these, it would provide a list of activities for students to have as a resource.

A key theme through this work should be that strategies and activities that support children who are English learners support all children. Throughout the *Preschool English Learners Resource Guide*, there are a number of specific ways in which teachers need to stay alert to paths to bilingualism (chapter 4) and to stages of learning English (chapter 5). An extension of the above activity might be to go back to those strategies and apply them to the activities and strategies that have emerged in the discussion relating to the video.

<i>Knowledge and Skills identified for Chapter 8 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 – 1.8; 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>

***A World Full of Language: Supporting Preschool English Learners
Moving Toward Literacy***

Strategies	What examples did you see in the DVD?	What other examples have you done, or could you do, in your work that would support children who are English learners?
Strengthen Interest in Print		
Draw Attention to Sounds		
Build Letter Knowledge		
Make Books and Stories Come Alive		
Link Literacy to Home and Community		

Out-of-Class Activity

Remind students that there are many resources currently available, including entire courses, for supporting literacy development in preschoolers. Also remind students that most strategies that are appropriate for any preschooler are appropriate for preschoolers who are English learners.

Suggest the following questions for further exploration:

- What is dialogic reading? What does the research have to say about its benefits?
- What is the relationship between writing and reading?
- Imagine a model classroom for literacy learning for English learners? What would be some key practices? For more advanced students, you might ask them to find the research that would support using these key practices.
- As an observation exercise, ask students to spend several hours in a preschool classroom where there are children whose home language is English and children who are English learners. Ask students to describe the early literacy practices used by the teachers and the children. Look for evidence of literacy practices that are the same and practices that are different for children whose home language is English and children who are English learners.

<i>Knowledge and Skills identified for Chapter 8 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 – 1.8; 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>