

*Preschool English Learners*  
*Principles and Practices to Promote*  
*Language, Literacy, and Learning*  
*A Resource Guide*

California Department of Education (2007)

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

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**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?
- What skills did you need when you were faced with a similar situation?

*Preschool English Learners Resource Guide, vignette, page 9*

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## Guided Reflection

- 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?

*Preschool English Learners Resource Guide, vignette, page 9*

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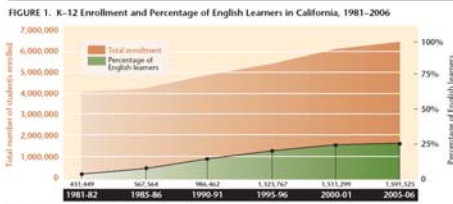
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## K-12 Enrollment and Percentage of English Learners in California, 1981-2006



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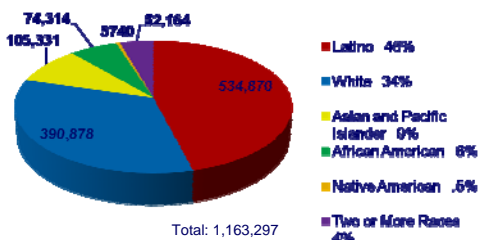
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## Number of 3 to 5 Year Olds in California, 2000 (not yet in Kindergarten)



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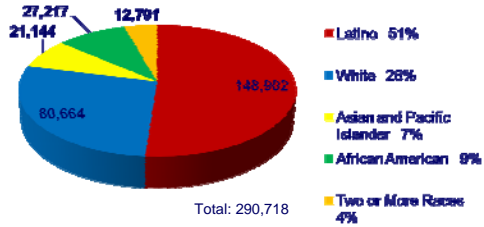
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## Number of California Children Ages 3 to 5 Enrolled in Public Preschool and Nursery Programs, 2000



Source: California Research Center, California State Library, using the IPEDS 2000 12% sample.

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## Most Prevalent Non-English Languages and Number of K-12 Students Speaking Those Languages in California, 1980-2006

Rank	1980-1981	1990-1991	2000-2001	2005-2006
1	Spanish 285,567	Spanish 755,359	Spanish 1,259,954	Spanish 1,341,369
2	Vietnamese 22,826	Vietnamese 40,477	Vietnamese 37,978	Vietnamese 34,263
3	Cantonese 14,196	Cantonese 21,498	Hmong 27,124	Cantonese 22,756
4	Korean 7,508	Hmong 21,060	Cantonese 25,089	Hmong 21,907
5	Pilipino (Tagalog) 6,752	Khmer (Cambodian) 20,055	Pilipino (Tagalog) 18,157	Pilipino (Tagalog) 20,556
6	Lao 5,586	Pilipino (Tagalog) 18,146	Korean 16,874	Korean 16,091

Source: California Department of Education, PELG, 2007, p. 12

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## Survey of Children's Home Literacy Activities

### 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**  
Check your home for 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                | Folklore                              |
| Letters or cards from relatives          | Folklore rhymes                       |
| Printed copies of email                  | Family                                |
| Handbooks                                | Education guides                      |
| Popular magazines                        | Board games                           |
| Religious books and written materials    | Children's coloring or activity books |
| Textbooks and flow charts                | Packaging and instructions            |
| Infant necessities and information signs | Other _____                           |
| Children's story books                   |                                       |

**Oral Activities**  
Check your home for any of the following activities? If so, indicate with a checkmark. Provide additional detail as necessary. Feel free to add other activities not listed.

- |   |                      |
|---|----------------------|
| News                                    | Events               |
| Stories                                 | Literature           |
| Songs, if yes, what types? Any favorite | Family Conversations |
| Folklore                                | 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?

Preschool English Learners Training Manual, Chapter Two: Preschool English Learners, Their Families, and Their Communities (DEAP) 3/07

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## Principles and Practices I

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

- Determine how language learning, home language support, and communication goals will be addressed in your setting for all students, including students with disabilities
- Acknowledge the many responsibilities that parents and families discharge daily
- Highlight the many ways in which families are already involved in their children's education

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## Principles and Practices I

- Provide options for home-based activities that can support what children are learning at school.
- Share and model the belief that the involvement of parents in their children's education, accompanied by high educational expectations, results in better long-term academic and social-emotional development
- Provide opportunities for parents and family members to share their skills with staff, the children in the program, and other families
- Allow family members to determine how they would like to be supported and generate ideas for ways in which they can both lead and implement those supports

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## Principles and Practices I

- Provide specific information regarding program expectations, academic standards, and transition to kindergarten
- Hold an open house or potluck dinner for families in the program

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