

## **AGENDA**

### **Supporting English Language Learners**

(Local Information, Your Name, Date)

#### **Participant Objectives**

In this workshop participants will:

- Gain a deeper understanding of the development of home language and acquisition of a second language.
- Acquire strategies for supporting home language development and English language learning
- Collect ideas for literacy materials, props, and vehicles to meet the needs of English language learners.

1. Opening Activity: Many Languages
  2. Welcome and Logistics
  3. Introducing the Topic: Foundations
  4. Activity: How do English language learners communicate?
  5. Discussion
  6. Activity: Classroom Strategies
  7. Discussion
  8. Closure
- If 3 hours, add:
9. Activity: Supporting Cultural Diversity
  10. Discussion
  11. Closure

## Activity 1a

# SUPPORTING ENGLISH LANGUAGE LEARNERS

<b>Opportunity</b>	<b>What is currently in the classroom that supports ELL's?</b>	<b>What can I add or do to support ELL's?</b>
<b>Meals</b>		
<b>Clean-Up</b>		
<b>Transitions</b>		
<b>Morning Circle</b>		
<b>Dramatic Play</b>		

## Activity 1b

# SUPPORTING ENGLISH LANGUAGE LEARNERS

Opportunity	What is currently in the classroom that supports ELL's?	What can I add or do to support ELL's?
<b>Music &amp; Movement</b>		
<b>Literacy Materials</b>		
<b>Gross Motor Time</b>		
<b>Greetings &amp; Departures</b>		
<b>Child-related displays</b>		

## **SCAFFOLDING ENGLISH LANGUAGE ACQUISITION \***

- Start with what child knows
- Introduce content in child's primary language
- Start slowly; create low-demand
- Talk about the here and now
- Support communication with gestures, actions, facial expressions, pictures and real-life objects
- Embed all instruction in context clues that connect words to objects, visuals, and movements
- Use repetition; simplify
- Rephrase, expand, extend
- Fine-tune language to child's level
- Provide challenge

## **GROUP TIMES \***

- Follow a predictable routine
- Include songs and movements with predictable elements; rehearse without music
- Present theme material in short, simple, visual manner
- Use graphic organizers
- Use language experience
- Allow children to volunteer responses to questions

## **READ-ALOUD ADAPTATIONS \***

- Read aloud to small groups
- Choose books carefully; use predictable books, information books, stories that reflect children's cultures and communities
- Consider length: talk a book rather than read it, but keep it short
- Discuss personal experiences related to book
- Preview/review key concepts and vocabulary
- Read books more than once
- Send home L1 version of selected titles

\* Adapted from March 2004 NJ DOE presentation by Peggy Freedson-Gonzalez

## **SUPPORTING ENGLISH LANGUAGE FLUENCY** \*

- Speak clearly at a standard speed with some pausing between phrases
- Use simple short sentences.
- Allow children to practice following and giving instructions for basic tasks.
- Encourage children to dictate stories about special personal events.
- Create a consistent and predictable routine that uses cooperative learning groups, small group interactions, and regular opportunities for English language learners to talk informally with English speakers.
- Systematically include a mix of first- and second-language children in organized small group activities.
- Teach English-speaking children in the classroom to act as language resources for second-language learners.
- Take time to listen to each child. If s/he cannot find the word in English, help him with the word, a cue, or a prompt.
- Demonstrate respect and interest in the diverse backgrounds of children by drawing on children and their families as important resources.

## **HOME LANGUAGE SUPPORT** \*

- Provide a portion of instruction and interact with children in home language.
- Incorporate children's home languages into the daily classroom activities through song, poetry, dances, rhymes, counting, and books.
- Create materials in the children's home language to represent familiar stories, songs or poems.
- Make efforts to learn the students' home languages. Even a few words or phrases will communicate respect and value.
- Use bilingual paraprofessionals, parents and older student volunteers.
- Provide books and other printed materials in home languages.
- Use Environmental Print in both languages.
- Encourage children and families to share & record stories in L1.
- Provide computer programs that support home languages as available.
- Encourage parents to converse and read with their children using their own strongest language.

\* Adapted from Howes, C. (2003). *Teaching 4- to 8-year olds: Literacy, math, multiculturalism, and classroom community.*