

English-Language Development in Transitional Kindergarten: **Listening and Speaking**



Objectives

- Gain understanding of key concepts from the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1*—English Language Development domain, Listening and Speaking strands.
- Observe, read, and discuss the developmental continuum for listening and speaking to guide instruction and learning in transitional kindergarten (TK).
- Practice using the Preschool Learning Foundations and Preschool Curriculum Framework to intentionally plan developmentally appropriate, cultural, and inclusive strategies that promote the development of skills, knowledge, and behaviors related to language and literacy development.



When I Return to the Classroom...

When I Return to the Classroom
I want to remember:
New strategies to support English-language development:

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New ideas I will incorporate into the classroom environment:
New resources I will use to promote English-language development:

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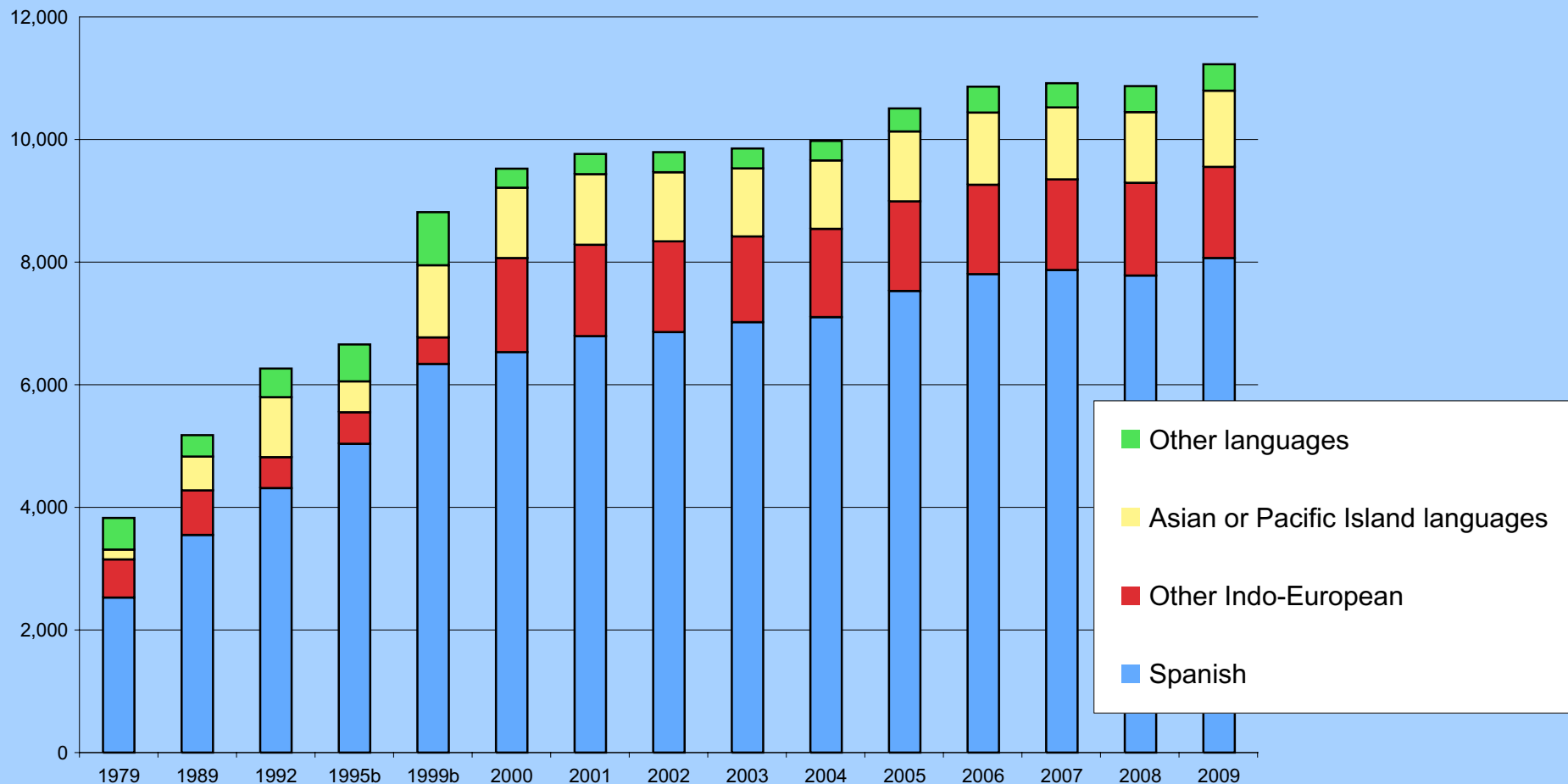


Who Are English Learners?

- “Children whose families use a language other than English at home
- Children whose primary or first language is a language other than English”
(PLF, Vol. 1, p.103).

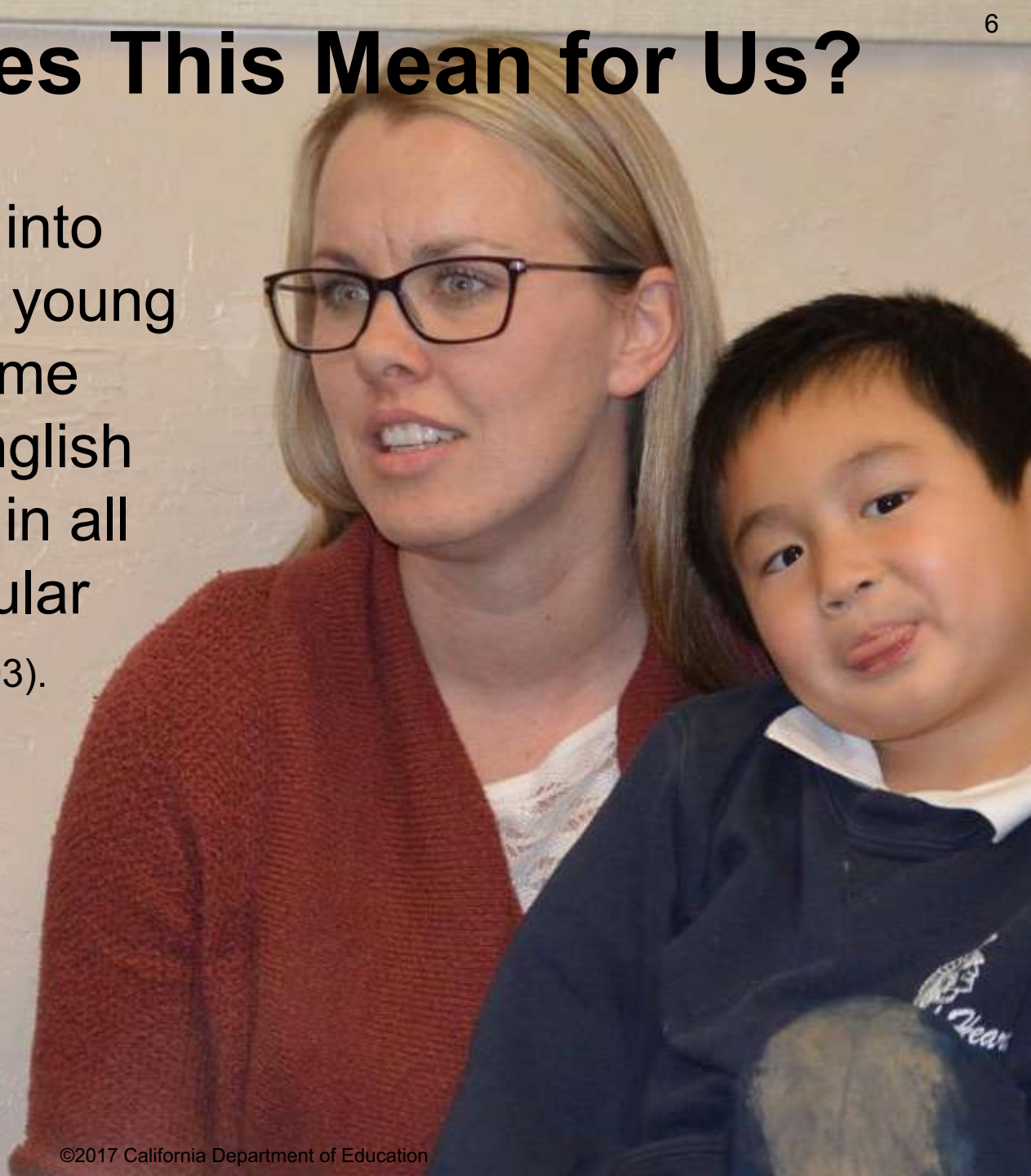


Number of Children 5-17 Who Speak a Language Other Than English at Home (Thousands):



What Does This Mean for Us?

“...[We] must take into consideration how young children whose home language is not English negotiate learning in all content and curricular areas” (PLF, Vol. 1, p. 103).



Recognizing, Valuing, and Respecting

“Teachers of TK students recognize the value of diversity and show respect for each child’s home culture and language...”

(TK Guide, p. 55).



CDE Publications and Resources that Support TK Implementation

Preschool Learning Foundations



California Common Core State Standards



English-Language Arts Content Standards for California Public Schools



Preschool Curriculum Framework



English Language Arts/English Language Development Framework



DRDP Specific to TK and K



Preschool Alignment Document



Preschool English Learners Guide



Transitional Kindergarten Implementation Guide



A Little Advice from Yogi Berra:

“The expert in anything was once a beginner.”

Yogi Berra



Two Truths and a Myth: English Learner Edition

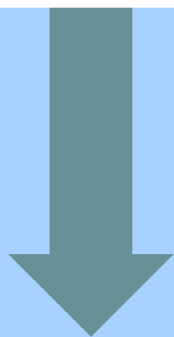
- Find Handout 2: Two Truths and a Myth.
- Choose a “Hello” language card from the middle of the table.
- Seek out someone with the same “Hello” language card. (This is your partner.)
- Work through the handout with your partner.
- Return to table groups with completed handout.
- Compare handout answers with groupmates and come to a consensus. We will go over the correct answers when all table groups are ready.



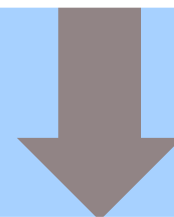
Three Guiding Questions



What are the developmental progressions of English-language development for listening and speaking?



What are the developmentally appropriate strategies that support English-language development?



How can I incorporate these strategies into my existing classroom?

Three Guiding Questions

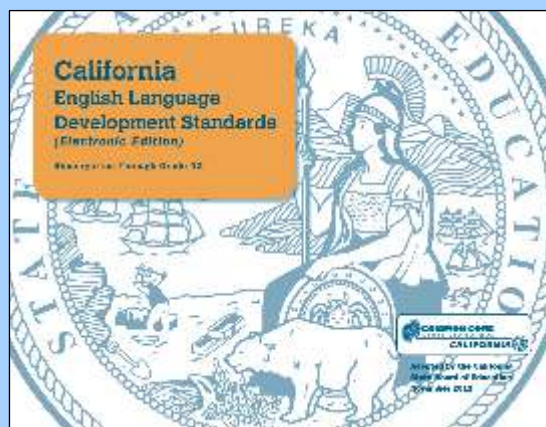
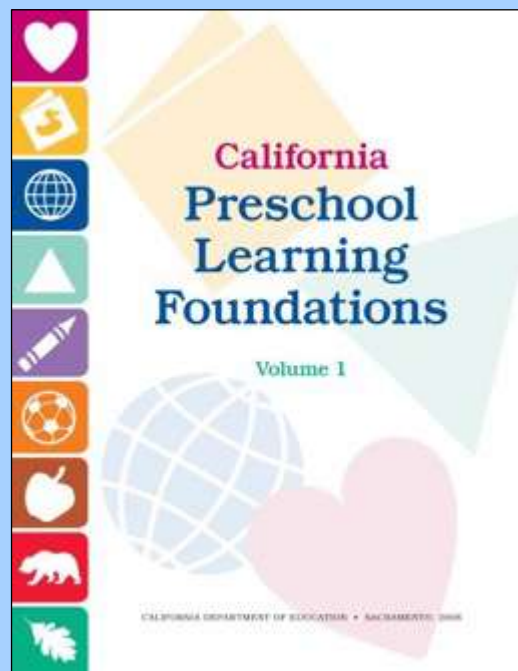


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English-Language Development: Listening and Speaking

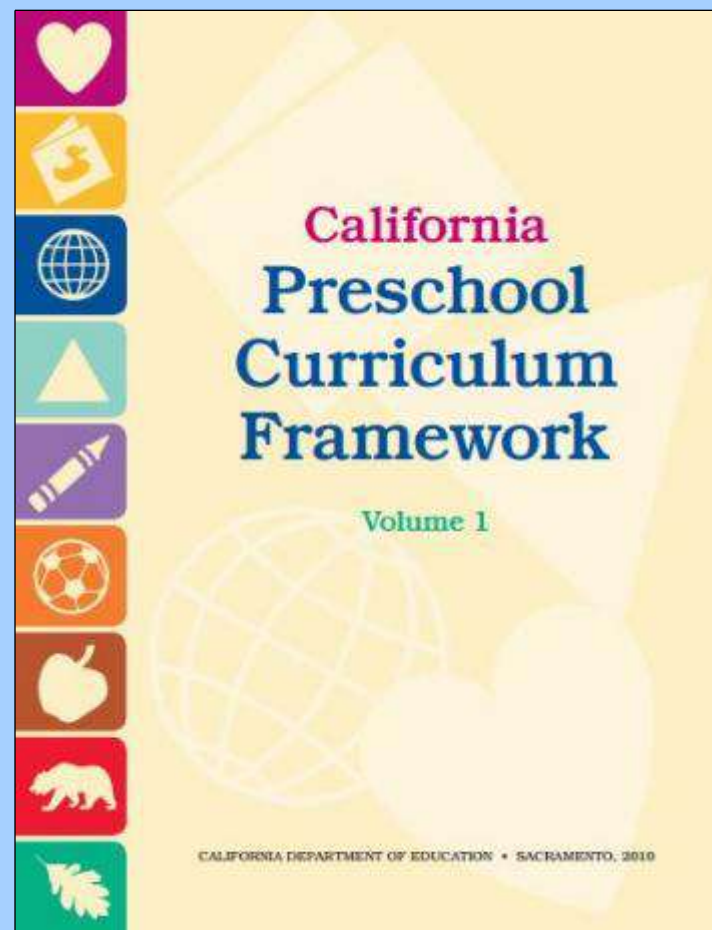
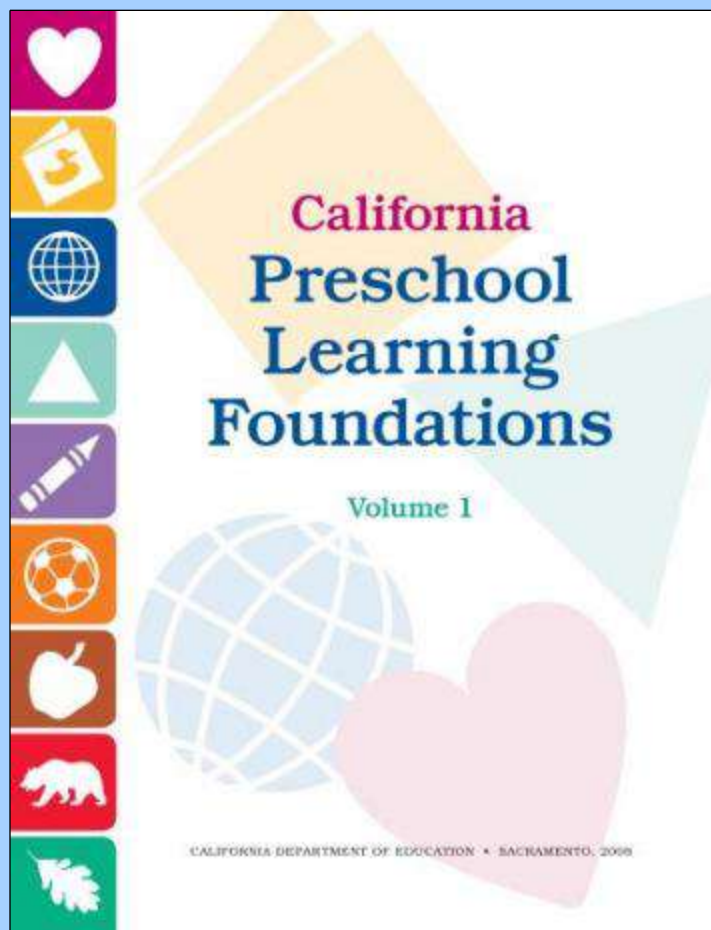


Why Use the Preschool Learning Foundations for TK?

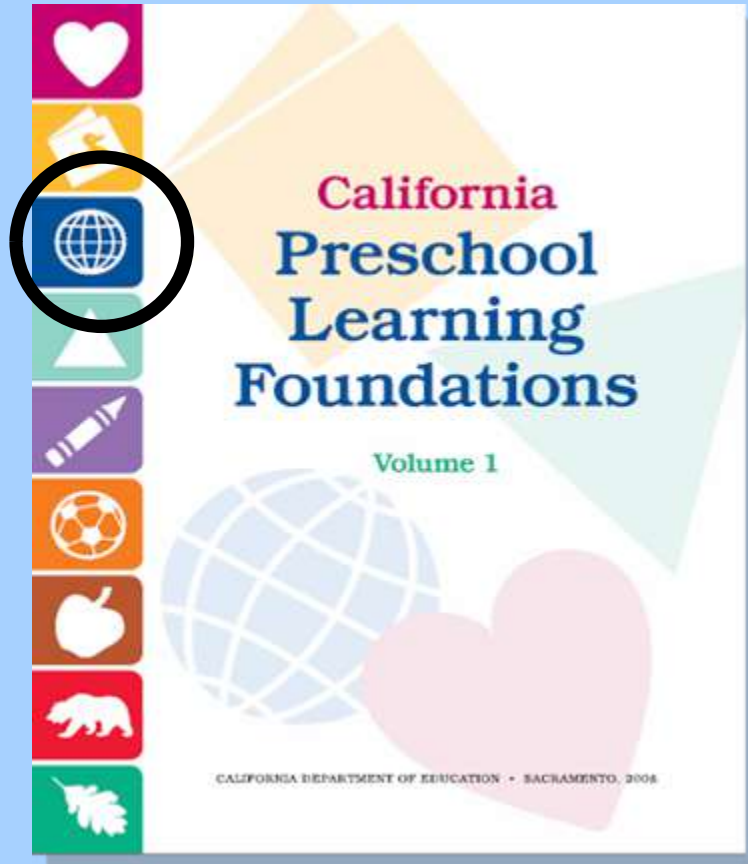
CA Law (EC 48000):

- Transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.
- Transitional kindergarten programs are intended, by legislative action, to be aligned to the California Preschool Learning Foundations developed by the California Department of Education.

Foundations and Framework, Volume 1



Preschool Learning Foundations



- Describe what children should be able to do at around 48 and 60 months
- Assumes children have access to appropriate support and high quality programs



Map of the Foundations English-Language Development

Domain

Strand

Substrand

Focus

Level

Foundation

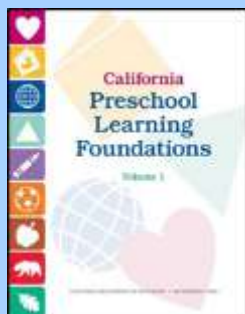
Examples

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Listening*

1.0 Children listen with understanding. Focus: Beginning words

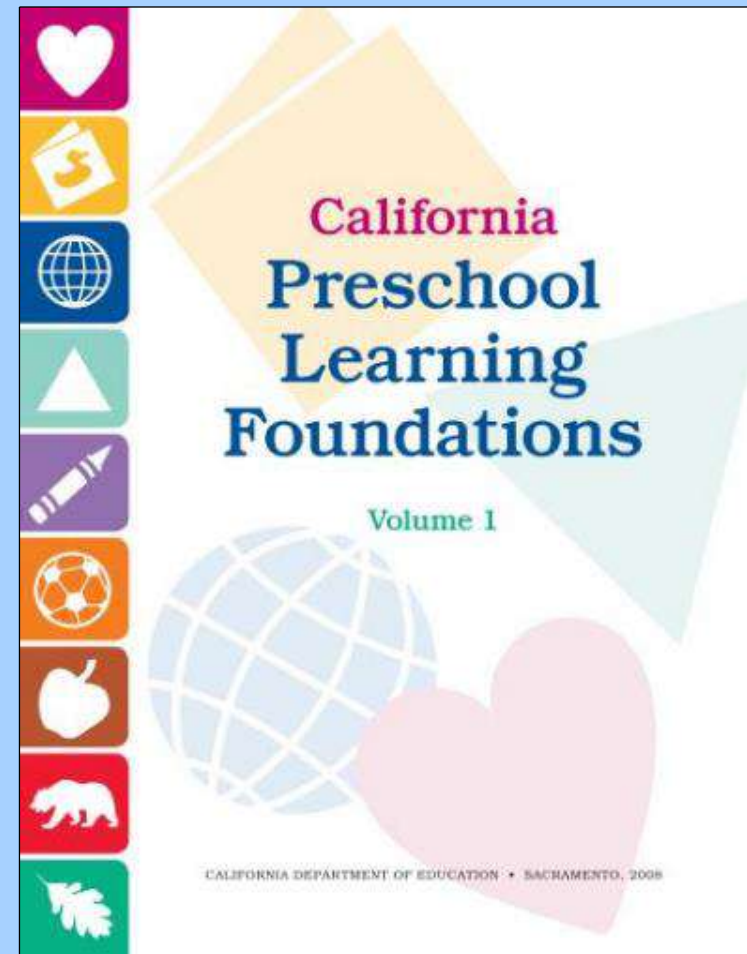
Beginning	Middle	Later
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.
Examples	Examples	Examples
<ul style="list-style-type: none"> Listens attentively and nods her head in response to the teacher's asking, "Is this your coat, Samantha?" while holding up a coat. Looks at a cup and nods or smiles when another child says, "More milk?" during snack time. Pays attention to the teacher during circle time, raising his hand when the teacher asks a question, but just looks and smiles when called upon. Focuses intently on English-speaking children while they are playing with blocks, dolls, puzzles, and so forth and conversing in English. Points to a picture of a dog on the page of a book when asked in English, "Where is the dog?" 	<ul style="list-style-type: none"> Upon hearing, "I'm finished" or "Good-bye," uses appropriate actions, such as waving good-bye to an English-speaking peer who says "Good-bye!" as she leaves at the end of the day. Goes to the door when the teacher says, "outside time." Stands up and gets a toy monkey from the shelf while his peers sing "Five Little Monkeys" during circle time. Reaches for a small carton of milk when asked by another child, "Pass the milk, please." 	<ul style="list-style-type: none"> In response to the teacher holding up a jacket and asking the child, "Does this belong to you? Or is it Lai's jacket?" as the children are getting ready to go outside, takes the jacket and gives it to his friend. While playing with a dollhouse and props with an English-speaking peer, puts the pants on the doll when the peer says, "Put the pants on the doll." In response to the teacher asking an open-ended question while holding up a photograph (e.g., "What could you do at this park?"), runs in place or hops. Responds by patting his chest and smiling when the teacher asks, "Whose hat is this?" (communicates possession) During small group outdoor play, responds to the teacher's input ("Throw the ball," "Kick the ball," "Catch the ball") with appropriate actions.



Based on Language Development: Beginning, Middle, and Later

Listening*		
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Foundations

Listening

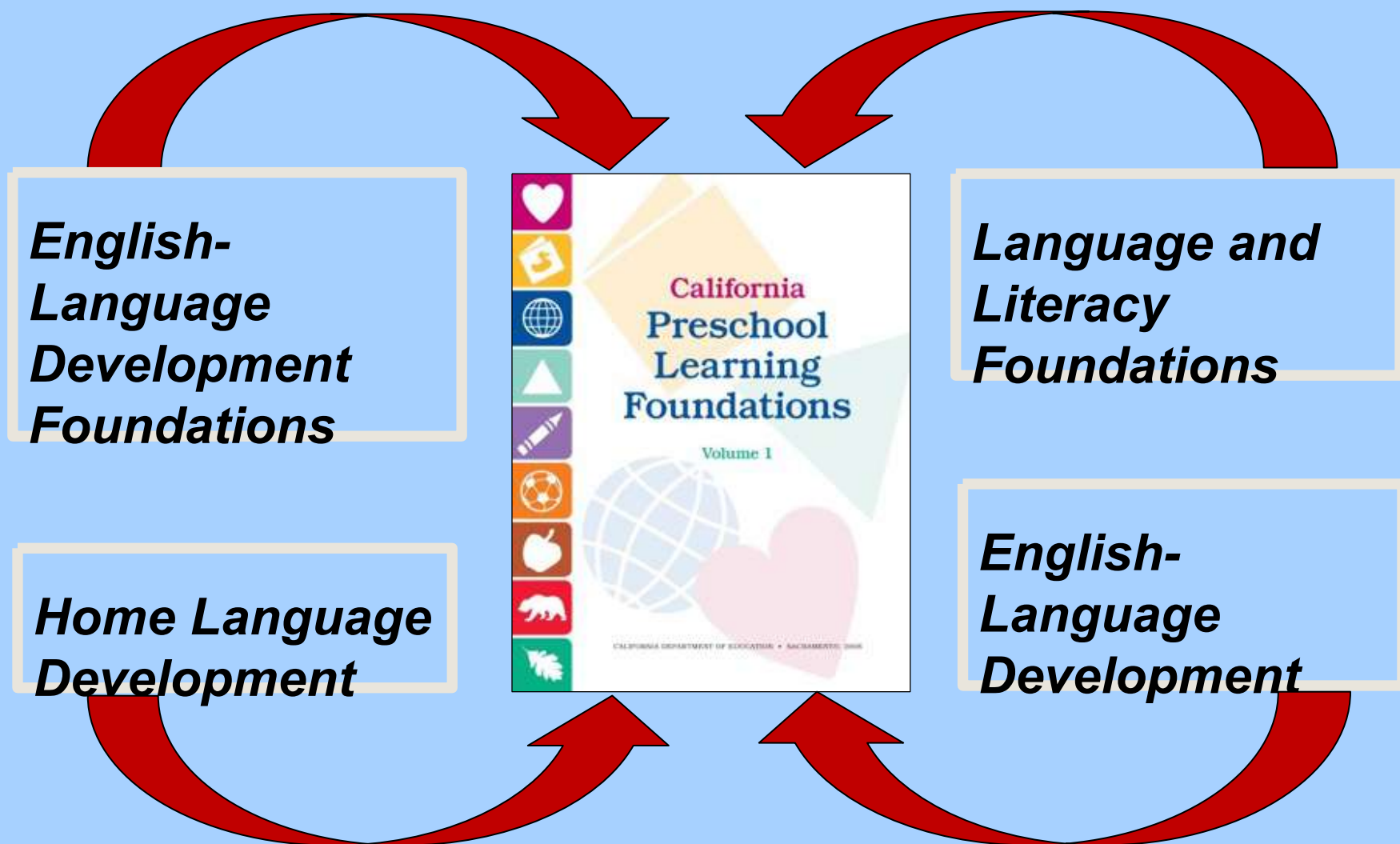
- 1.0 - Children listen with understanding.

Speaking

- 1.0 - Children use nonverbal strategies to communicate with others.
- 2.0 - Children begin to understand and use social conventions.
- 3.0 - Children use language to create oral narratives about their personal experiences.



English Learner Support



Language and Literacy Development Is Integrated with English-Language Development in the ELA/ELD Framework

Figure 3.14. California Preschool Learning Foundations Related to Language Development
At around 60 months of age, children:

Language Use and Conventions	
Foundation	Examples
1.4 Use language to construct extended narratives that are real or fictional.	The child tells a brief story that unfolds over time: "I went to the park with my mommy, and we played in the sandbox. Then we had a picnic. After that, we went to the store."
Vocabulary	
Foundation	Examples
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	<i>Nouns/Objects:</i> The child hands a friend the <i>fire truck</i> , the <i>dump truck</i> , and the <i>semitruck</i> when the friend says "I want to play with the <i>fire truck</i> , <i>dump truck</i> , and <i>semi</i> ," during play. <i>Verbs/Actions:</i> The child says to a parent volunteer, "I have a story. Can you <i>type</i> it on the computer for me?" <i>Attributes:</i> During a cooking project, the child gives the teacher the plastic fork when the teacher says, "Hand me the <i>plastic</i> one."
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	After reading a book about reptiles, the child points to pictures of a snake, a lizard, and a turtle when the teacher asks the children to find the pictures of <i>reptiles</i> .
2.3 Understand and use both simple and complex words that describe the relations between objects.	While playing in the block center, DeAndre tells Susan, "Put the red block <i>in front of</i> the tower."
Grammar	
Foundation	Examples
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	The child produces a two-part sentence through coordination, using <i>and</i> and <i>but</i> (e.g., "I'm pushing the wagon, <i>and</i> he is pulling it" and "It's naptime, <i>but</i> I'm not tired."
Source California Department of Education. 2008. <i>California Preschool Learning Foundations, Volume 1</i> . Sacramento: California Department of Education.	



Focused Video Viewing: Part 1

- Read the level descriptions on pages 107-108 of the Preschool Learning Foundations, Volume 1.
- Notice the developmental shifts between the stages.
- Identify your table tent level: beginning, middle, or later.



Focused Video Viewing

Watch the video and note details about your developmental level.



Video Debrief

- Come to a group consensus on what key points and types of skills were illustrated in the video for your level.
- Be prepared to share-out.



Stages and Levels

Learning a Second Language and the California Preschool Learning System

FOUR STAGES

*(Preschool English Learners: Principles and Practices
to Promote Language, Literacy, and Learning, 2009)*

- 1** Use of home language in second language setting
- 2** Observational and listening period

- 3** Telegraphic and formulaic communication

- 4** Fluid/Productive language use

THREE LEVELS

*(California Preschool Learning Foundations
[in English Language Development], 2008)*

BEGINNING

MIDDLE

LATER

Adapted from the California Preschool Instructional Network, "Foundations in English-Language Development Module" developed by WestEd under contract with the California Department of Education, Child Development Division.



Key Features of the DRDP-K (2015)

- An observation-based assessment tool, ***not*** a test
- Individual child assessment
- Completed by each child's teacher
- Based on developmental research and theory
- Includes developmental sequences of behaviors along a continuum
- Spans the developmental continuum of children in a two-year kindergarten program



DRDP-K (2015) English-Language Development Measures

- ELD 1: Comprehension of English (Receptive English)
- ELD 2: Self -Expression in English (Expressive English)
- ELD 3: Understanding and Response to English Literacy Activities
- ELD 4: Symbol, Letter, and Print Knowledge in English



ELD 1: Comprehension of English (Receptive English)

Developmental Domains ELD — English Language Development

ELD 1: Comprehension of English (Receptive English)

Child is progressing toward fluency in understanding English

Conditional Measure
This measure is not a valid English language option for this child's home

Mark the latest developmental level the child has mastered:

Discovering English	Exploring English	Developing English	Building English	Integrating English
Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)	Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines	Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Shows understanding of most information and concepts communicated in English for both instructional and social purposes
<p>Possible Examples</p> <ul style="list-style-type: none"> Asks a child to the top of a tree in response to a question in the child's home language, "Can you hold it like?" Points a book to another child when requested in the child's home language, having not responded to the same request in English. Looks out and plays with peers who speak the child's home language, while in the dramatic play area. 	<ul style="list-style-type: none"> Focuses on those in peer playing English for a short period of time while playing in the sandbox. Begin to participate in a story when a peer says in English, "Once upon a time." 	<ul style="list-style-type: none"> Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. Looks to get markers after an adult asks in English, "I would like to use your markers to make a birthday card for a peer." Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and asks, "Where do I come?" ("I need to eat") in Spanish. 	<ul style="list-style-type: none"> Asks a friend to look in a hat when a peer communicates in English, "We need a longer road." Attempts to talk on the phone when a peer says in English, "Baby look, all the stories." Points drawing on the counter when an adult points to the counter and says in English, "There put your drawing on the counter. It's wet and it needs to dry." 	<ul style="list-style-type: none"> Sorts orange and green counting bears after an adult says in English, "Let's separate them by color." Brings a bigger stick to a peer who compares a question in English to the peer, "Could you bring me the bigger stick?" Runs head-on into a peer who is in English, "I would want to ride like together outside."

☐ Child is emerging to the next developmental level
☐ Unable to rate this measure due to extended absence

ELD 1 (of 4) Comprehension of English (Receptive English) ELD 1 (of 4)

DRDP-K (2015) A Developmental Continuum for Kindergarten © 2014-2015 California Department of Education - All rights reserved. Page 25 of 38

- Consider the later level of the foundation.
- If a child is at that level, how do you know what their next steps will be?
- The DRDP-K can provide the developmental continuum between the latest foundation and the end of the TK year.



Assessment Approaches

- Observe over time in multiple settings
- Utilize a team approach
- Focus observations based on curricular goals and expectations
- Include family members to understand a child's language experience and usage



Code Switching

- “Accept code switching as normal”

(PCF, Vol. 1, p. 181).



Code Switching Quiz

Code Switching and Language Loss Quiz

CODE SWITCHING AND LANGUAGE LOSS

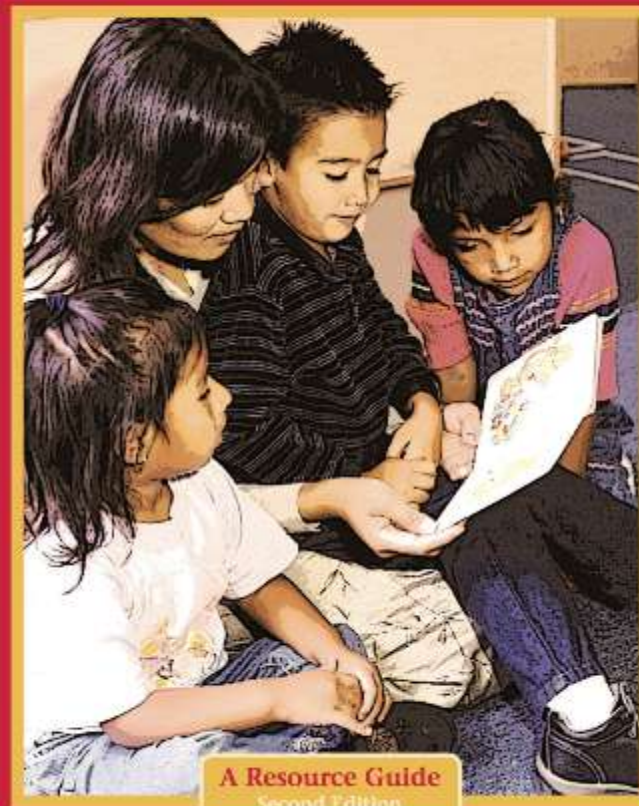
Read each statement and designate a true or false answer. The answers are all found in Chapter 6.

T/F

- | | |
|--|--|
| 1. Code switching is a normal part of development for many bilingual children. | |
| 2. Code switching is NOT a common practice in bilingual families and communities. | |
| 3. As a teacher, it is best to offer side-by-side translations. | |
| 4. A teacher should serve as a language model in the language he or she knows well. | |
| 5. Careful use of code switching can be a way to make sure all your students understand what is being said. | |
| 6. Code switching can be defined as the use of two (or more) languages in the same stream of talk or as the ability to alternate between two language systems in a conversation. | |
| 7. Researchers have shown that code switching is not just an early strategy in the development of a second language; it can also serve multiple purposes for bilingual children. | |
| 8. Studies have shown that as early as three years of age children can switch languages to address individuals in the appropriate language to serve their own social goals. | |
| 9. Many preschool children CANNOT demonstrate competence in controlling when, where, and with whom they code switch. | |

Preschool English Learners

Principles and Practices to Promote
Language, Literacy, and Learning



Focused Video Viewing: Foundation Later Level, ELD 2.1

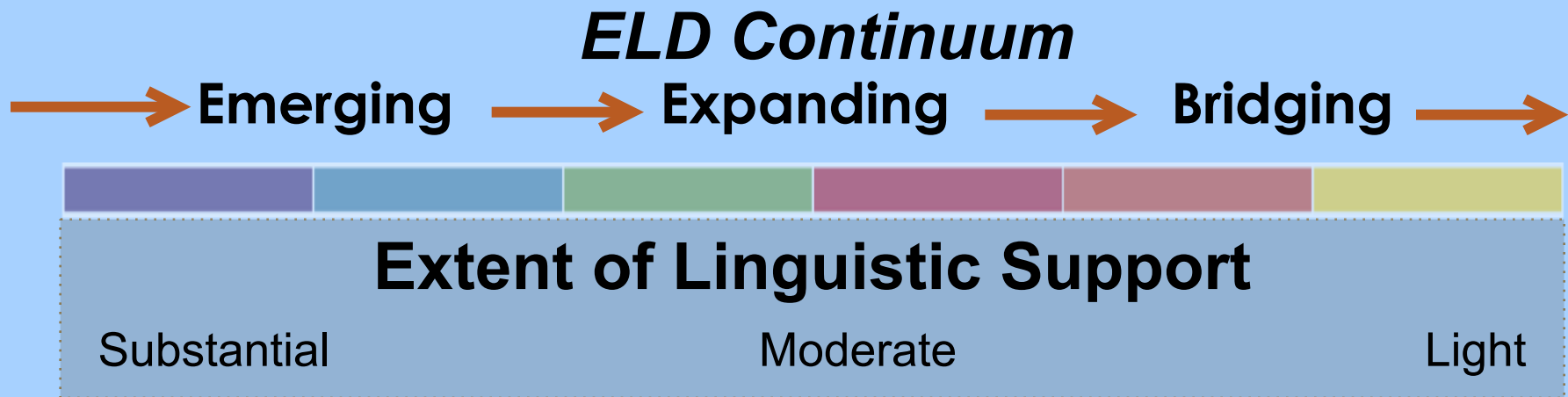


Focused Video Viewing Reflection

- What behaviors did you notice that you see in your TK Classroom?



English Language Development Standards: ELD Proficiency Levels



Use appropriate scaffolding strategies for each level of the ELD continuum to help English learners.

Let's Look at What We Have so Far

1. Think about what is resonating with you today.
2. What can you do with the information you have garnered so far?
3. Partner with someone you have not yet talked with today and exchange thoughts about this prompt.



When I Return to the Classroom...

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I want to remember:
New strategies to support English-language development:

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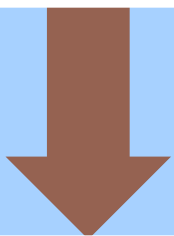
New Ideas I will incorporate into the classroom environment:

New resources I will use to promote English-language development:
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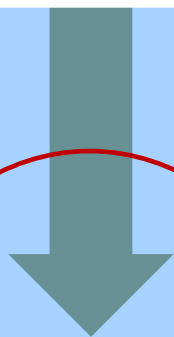
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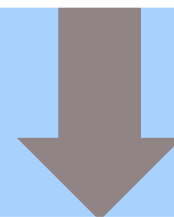
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Focused Video Viewing:

**What Developmentally Appropriate Strategies
Did You Observe?**

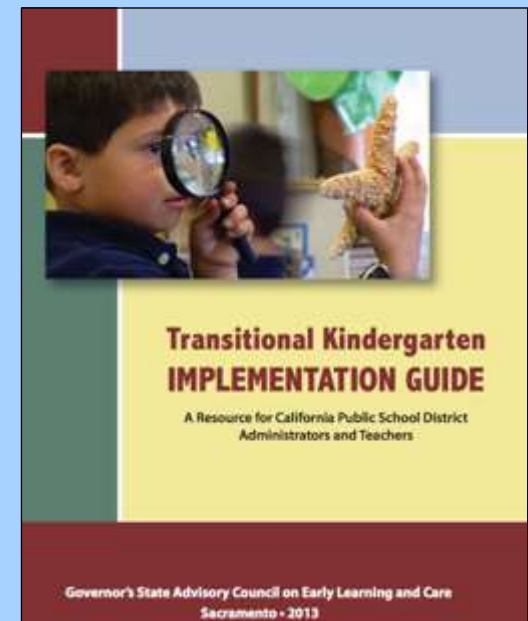
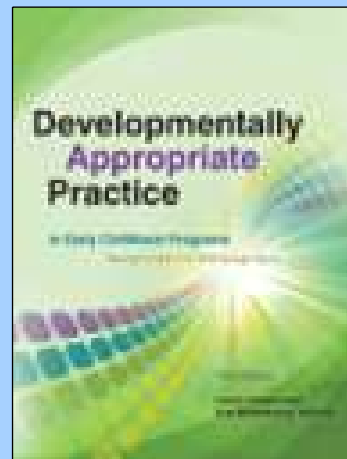
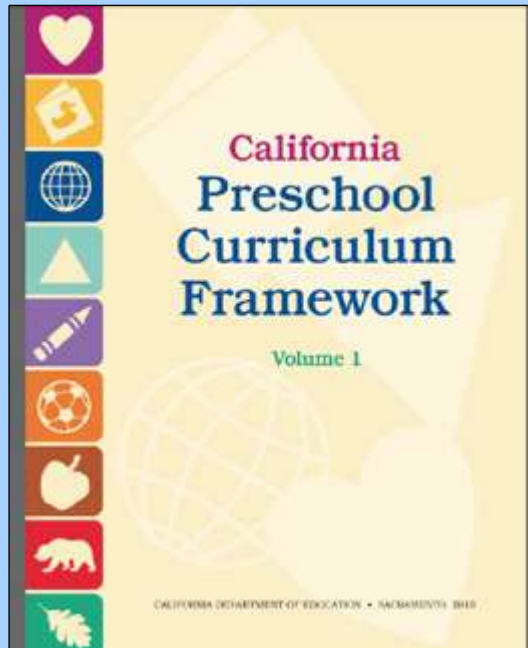


Focused Video Viewing Reflection

- What developmentally appropriate strategies did you observe?
- Look again at Handout 7: English-Language Development Strategies and check off any strategy used by a teacher in the video.

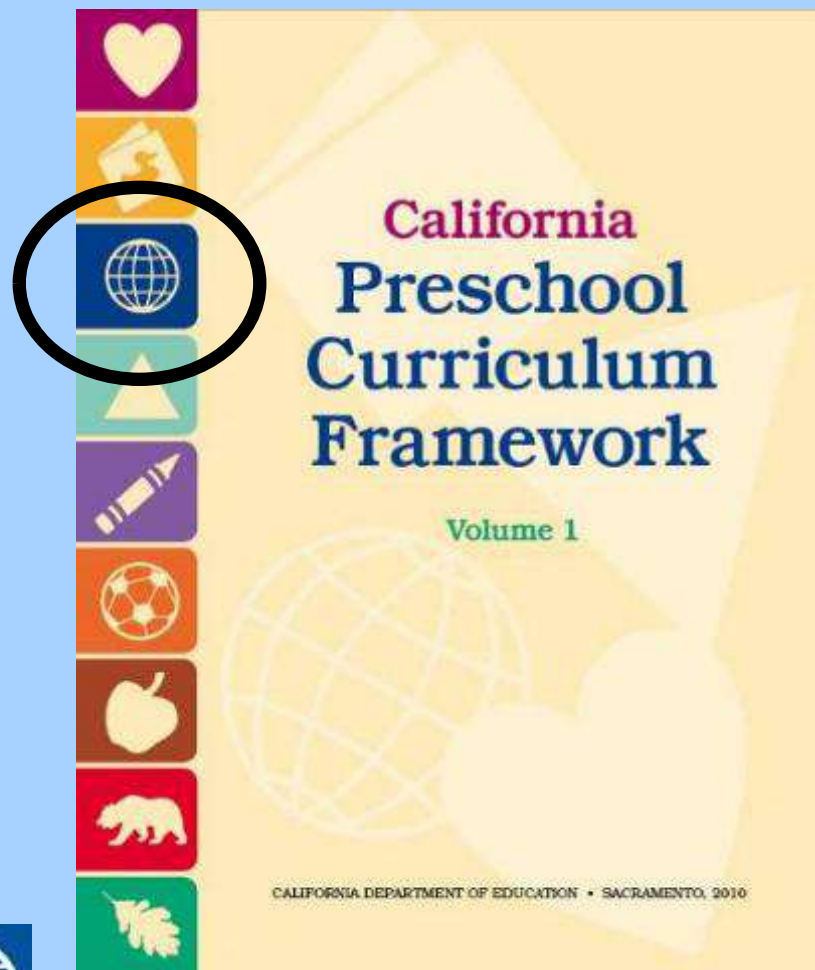


Resources to Support English-Language Development in TK



Curriculum Framework:

Strategies to Enrich Learning Opportunities



- Planned learning opportunities
- Routines, environments, and materials
- Building on children's knowledge, skills, and interests
- Linguistically appropriate and culturally meaningful



ELD Guiding Principles

The guiding principles are overarching values and beliefs developed to assist teachers in their work with students who are English-language learners.



Foundations and Framework Alignment

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Listening*

1.0 Children listen with understanding. Focus: Beginning words

Beginning	Middle	Later
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Preschool Learning Foundations, Volume 1 • California Department of Education

ENGLISH-LANGUAGE DEVELOPMENT



1.0 Children Listen with Understanding

Listening is an essential aspect of oral language development, and understanding what is heard is critical to the development of reading and writing skills. The development of good listening skills should be a goal of all

early childhood programs. Young children can learn good listening skills in any language; these skills will facilitate the ability to attend to and comprehend spoken English.

Portrait of a Preschool English Learner

VIGNETTE

Lonia

Lonia is a three-year-old child from a family who recently emigrated from the Republic of Sudan. She is quite thin for her age and appears withdrawn from the other children. Lonla rarely looks at any of the adults or responds in any way when asked to participate. Some trauma may have been associated with the immigration, but the family has not shared any details. Lonla appears somewhat fearful and mostly watches other children at first. However, she seems very interested in snack and lunch. She smiles at the teacher when he asks if she wants crackers and cheese. She always eagerly eats all types of food. She also constantly rubs a plastic bracelet that she wears high on her left arm. The teacher wonders if Lonla knows any English at all or if she is unusually timid and slow to warm up. Lonla is indirectly communicating many aspects of her development and learning needs that teachers will explore in more depth through detailed observations and careful curriculum planning.

When Lonla first entered Ms. Sarah's preschool classroom, she quietly stood next to the door looking uncertain about what to do after her mother kissed her and waved good-bye. Ms. Sarah knew that Lonla's family had just relocated to her community. Ms. Sarah observed that both Lonla and her mother seemed most comfortable speaking in a dialect of Arabic. That first day, Ms. Sarah took Lonla's hand, bent down, smiled directly at her, and said in a soothing voice, "Welcome, Lonla. We are very happy to have you in our classroom. It is circle time now. I will show you where to sit." Ms. Sarah then walked Lonla over to the rug and patted a small area next to the teacher's reading chair and pantomimed sitting down while saying "This is your spot. You can sit here during circle time."

LISTENING

LISTEN WITH UNDERSTANDING | 189

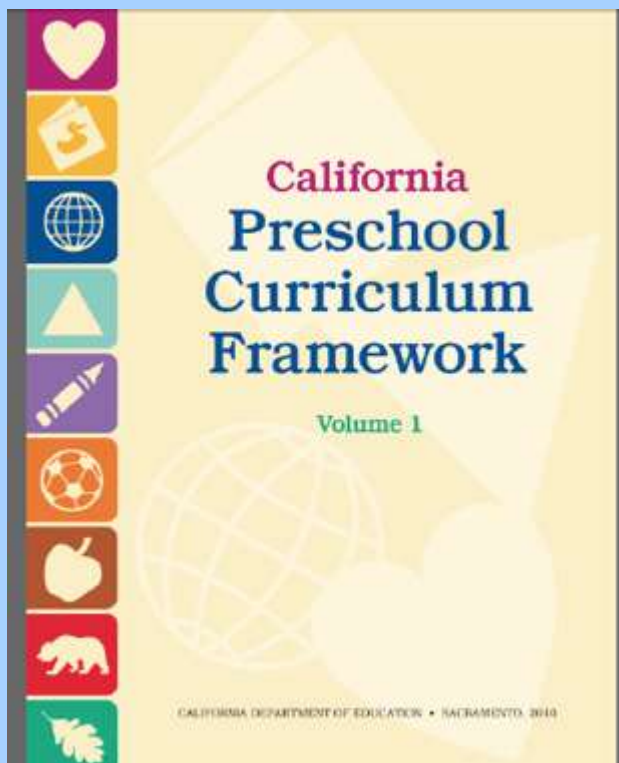
Interactions and Strategies: Children Listen with Understanding



Interactions and Strategies for Speaking



Environment and Materials



“The learning environment allows English learners to feel safe, and secure while acquiring a new language and promotes enriched language interactions”
(PCF, Vol. 1, p. 181-182).



Creating Supportive Environments

HANDOUT

Preschool Curriculum Framework Environment Strategies for English-Language Development—PCF, Vol. 1, pp. 181-183

PCF Environment Strategy:	What it looks like: Examples/Add Ideas	How can this enhance my classroom? New Strategy	What do I need to buy, find, or add? Action Item
<i>Safe havens</i>	Manipulatives: play dough table, puzzles, blocks, writing table, library area, house area		
<i>Space one-on-one</i> <i>Small groups</i>	Soft seating, small tables		
<i>Environment signs</i>	Interest area and material signs clearly labeled in home language(s) and English		
<i>Provide linguistically and culturally appropriate materials</i>	Family artifacts, books in home language, environmental print in home language, pictures		



Provide Space

“Provide space where teachers and other adults can interact individually...”

(PCF, Vol. 1, p. 183).



Small Groups

“[Small groups enable] individualized responsive language interactions in both English and their home language”

(PCF, Vol. 1, p. 183).



Print

“Make clear signs and explicit picture cues for interest areas”

(PCF, Vol. 1, p. 183).



Interactions and Strategies for Listening and Speaking



Snapshot 3.2. *Goldilocks and the Three Bears*: Integrated ELA and ELD in Transitional Kindergarten

Snapshot 3.2. *Goldilocks and the Three Bears*: Integrated ELA and ELD in Transitional Kindergarten

Transitional kindergarteners listen to, enjoy, and discuss the book, *Goldilocks and the Three Bears*, several times over the course of a week. They chant along when there are repetitive phrases, ask and answer questions about the story, and talk about the illustrations. Their teacher, Mrs. Haddad, guides children's identification of key story details by using its narrative structure and recording the characters, settings, and events of the plot on a large chart. With support, children use 12" x 18" construction paper to construct individual books. Drawing or using cut paper, each child designs a cover page, a page with a home in the forest, a third page with three bowls, a fourth with three chairs, and a fifth page with three beds. Paper cutouts of Goldilocks and the bears are given to the children to use as props. The children move the props through the pages of their books as they read, using the cutouts as scaffolds as they retell the story to one another.

Mrs. Haddad thoughtfully selected the book for the retelling activity because there are objects, such as bowls, chairs, and beds that can serve as memory triggers for story events and structures and phrases used repeatedly throughout the story: "This porridge is too hot! This porridge is too cold! This porridge is just right." Before they use their books to retell the story, and while the other children are engaged in collaborative tasks at literacy stations, Mrs. Haddad spends extra time with her EL children who are at the Emerging level of English language proficiency. Using a book she has constructed, which is similar to the one the children each made, she collaboratively retells the story with the children. She also prompts the children to use transition terms, such as *then* and *next*, and draws their attention to past tense verbs (e.g., *Baby Bear said*). She intentionally models enthusiasm and intonation, and she invites the children to do the same. This way, she is helping to build the language and confidence EL children will need to participate in the retelling of the story with other children.

The children have multiple opportunities to retell the story using their books with different partners. Mrs. Haddad offers to video record those who wish to be recorded so that the story may be viewed on a class computer during independent choice time. Eventually, the books are taken home so that children may tell the story to their families.

Resource
Coley, Lorrinda B. 1981. *Goldilocks and the Three Bears*. New York: Putnam.

CA CCSS for ELA/Literacy: RL.K.1-3; WK.3; SL.K.1-2; L.K.8
CA ELD Standards: ELD.PI.K.12a; ELD.PI.K.1, 2, 3b
Related California Preschool Learning Foundations (60 months):
Listening and Speaking 1.4 Use language to construct extended narratives that are real or fictional.
Reading 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferring), retelling, reenacting, or creating artwork.

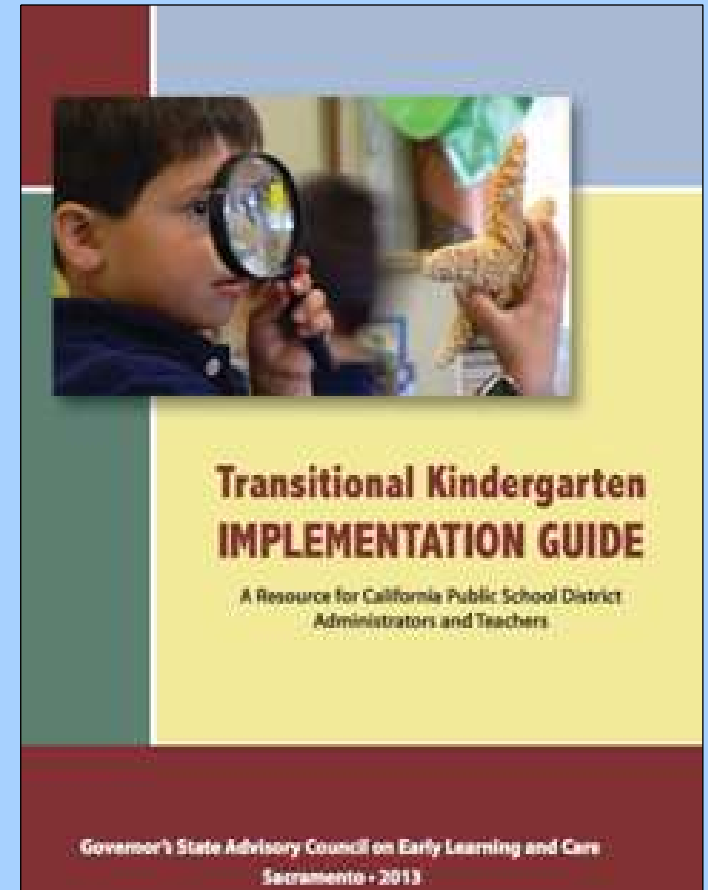
Source
Snapshot based on
Yopp, Hattie K., and Ruth H. Yopp. 2014. *Literature-Based Reading Activities: Engaging Students with Literary and Informational Text*, 6th ed. Boston: Pearson. Reprinted by permission of Pearson Education, Inc., New York, NY.

1. Find and read Snapshot 3.2.
2. Underline the ideas you may want to replicate.
3. Be ready to share.



Transitional Kindergarten Implementation Guide

The TK Implementation Guide is a resource for California public school district administrators and teachers to support implementation of comprehensive TK programs.



Bringing It All Together: Engaging Families

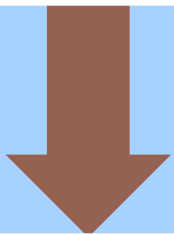


“When the home language and culture are viewed as assets and resources, it becomes the foundation for enhanced learning”

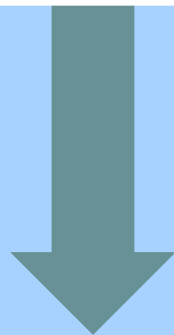
(PCF, Vol. 1, p. 185).



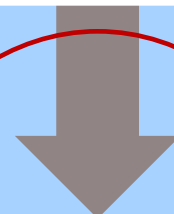
Three Guiding Questions



What are the developmental progressions of English-language development for listening and speaking?



What are the developmentally appropriate strategies that support English-language development?



How can I incorporate these strategies into my existing classroom?

When I return to the classroom...

- What do you want to remember?
- What new strategies do you plan to use to support students English-language development?
- What changes or additions will you make to your classroom environment?
- What new resources can you use to support your work in TK?



When I Return to the Classroom...

When I Return to the Classroom
I want to remember:
New strategies to support English-language development:

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New Ideas I will incorporate into the classroom environment:
New resources I will use to promote English-language development:

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Barking Fish



Thank you for coming!



Remaining slides are optional





**Make
and Take**

Digging Deeper into Strategies

+	<p>Provide space where teachers and other adults can interact individually and in small groups with children who are learning English.</p> <p>PCF, Vol. 1, p. 183</p>	<p>Activity: Sign-In Cards</p> <p>Materials: Dry erase markers; Laminated card stock name cards (Write student names on cards prior to laminating so students can write on top of cards with dry erase markers.)</p> <p>Directions: Spread sign-in cards and markers throughout the classroom. Upon arrival students find their card and "sign-in." This provides space so that families and children can interact while the children write their names.</p> <p>Bonus: As the year progresses learning can be differentiated by adding sight words for students to write in addition to their name.</p>	<p>Activity: Sensory Table</p> <p>Materials: Large Tupperware bin or plastic swimming pool; Material to fill the tub such as sand, dirt, flour, gravel, or dirt/rock samples from children's homes</p> <p>Directions: Identify an area in the classroom to set up a moveable sensory bin. This small space provides a place to have intimate conversations and dialogue. The sensory experiences are also calming and lower the affective filter. Additionally, using materials from children's homes increases opportunities for personal dialogue and narrative.</p>	<p>Find an idea from the TK Implementation Guide, ELA/ELD Framework, or other resource:</p>
	<p>Environmental print that reflects the languages of the children, as well as English, should also be incorporated into classroom activities and routines.</p> <p>PCF, Vol. 1, p. 183</p>	<p>Activity: "I Will, I Did" Chart</p> <p>Materials: Poster board, pictures of areas, and student names for posting (names can be placed on sticks, cards, Velcro, or even laminated stick puppets of the children)</p> <p>Directions: Create a chart that lists different areas of the classroom. Children identify either what they have already done or what they would like to do by placing their name on the chart. Place the chart by the door to remind teachers and families to ask children</p>		<p>Find an idea from the TK Implementation Guide, ELA/ELD Framework, or other resource:</p>



Cultural Context of Learning

Box 2. Issues to Consider in Learning About Families and Cultures

Below are issues to consider about one's family and culture and the families and cultures of the children served. The questions are phrased in a form that is NOT suitable for an interview of families. Some questions cannot be answered because they operate at an unconscious level. They are not intended to be posed directly, but are for reflection, to help assess one's own understanding of important aspects of one's own family and the lives of the families served. Information and insights relevant to these dimensions can come from many sources: interactions with families; reading, conversations, and observations of families in action.

Family Structure

- ❑ Who is considered a member of the family unit?
- ❑ How rigid or flexible are the boundaries that define family membership?
- ❑ How are responsibilities, privileges, decision-making authority, and power allocated among family members?
- ❑ Who are the primary caregivers?
- ❑ How are the important functions of the family carried out and by whom (e.g., meeting basic needs for food, shelter, safety, and support; socialization and care of dependent children)?
- ❑ To what extent are emotional closeness and communication fostered and with whom?

Conceptions of Childhood

- ❑ What is the family's view or conception of children? Who and what is a child? For example, are three- to four-year-olds seen as innocent, vulnerable, and incapable of making choices or as sturdy and independent?
- ❑ Do four-year-olds possess intentions, motives, and personalities at this age?
- ❑ What capabilities are seen as typical and expected by age three or four?
- ❑ How much independence is tolerated and promoted?
- ❑ What responsibilities do young children have to the family?
- ❑ When is someone no longer considered a child?

Socialization Goals

- ❑ What competencies and knowledge are cultivated?
- ❑ What traits are considered moral and virtuous?
- ❑ How important is it to develop knowledge of the home language and cultural practices?

“When the home language and culture are viewed as assets and resources, it becomes the foundation for enhanced learning”
(PCF, Vol. 1, p. 185).



Let's Sing *Tortillitas Para Mama!*

Tortillitas para Mamá
Tortillitas para Papá
Calentitas para Mamá
Duraditos para Papá



Talk and Teach

- **Talk** and come up with a similar activity using these strategies. Double check that it has:
 - Repetitive refrain
 - Movement
 - Meaningful vocabulary
- Join another group and **teach** them the activity.

