



Enhancing Interactions with Young Dual Language Learners Using Resources to Deepen Your Understanding

DIGGING IN



Resource: California Early Childhood Educator Competencies, Dual-Language Development

(Follow the link below to access this resource.)

<https://youtu.be/AMA528GGL8A>

ACTIVITY

Watch from 0:20 to 0:55 in the video to see a teacher leading learning experiences about the roots of plants. As you watch, notice the variety of ways this teacher scaffolds dual language learners' understanding of language and concepts in science.

GUIDING QUESTIONS

- How does this teacher support the use of children's home language, Spanish?
- What are some examples of nonverbal communication that this teacher uses to scaffold children's understanding?
- What concrete objects does the teacher use to help children learn new vocabulary and understand the science concepts?
- In the small group, how do you think the teacher groups the children? What scaffolding strategies does she use in the small group to support dual language learners?

KEY CONSIDERATIONS

- What are some ways you can support the use of children's home languages in small- or large-group activities?
- How might you incorporate some of these scaffolding strategies into your everyday routines and curriculum?

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INTENTIONAL INTERACTIONS IN TEACHING



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Resource: [Storybook Reading for Young Dual Language Learners](http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf)
(Follow the link below to access this resource.)

<http://www.naeyc.org/files/yc/file/201101/GillandersOnline0111.pdf>

ACTIVITY

Read the *Example of a Storybook-Reading Lesson Plan* on pages 94–95. As you read, think about how this plan supports a dual language learner’s ability to participate in learning experiences and develop language ability.

GUIDING QUESTIONS

- What scaffolding strategies does this teacher plan to use to teach vocabulary before reading the story?
- What scaffolding strategies does this teacher use while reading the story and during other related learning experiences?
- What are some examples of questions the teacher plans to ask to facilitate extended conversations in English and in the home language, Spanish?
- How do you think the teacher’s plans for interest areas might allow for spontaneous small groups to form?
- How do you think this set of learning experiences supports a dual language learner’s ability to participate and learn?

KEY CONSIDERATIONS

- Think about how you might mirror this planning process when introducing a new book or facilitating children’s exploration of a new concept. How can you teach key vocabulary before children engage in the new learning experience?
- What scaffolding strategies might you practice during learning experiences to help dual language learners understand language, participate, and learn?