

FACILITATOR'S GUIDE

SCAFFOLDING DUAL LANGUAGE LEARNING

INTENTIONAL INTERACTIONS IN TEACHING

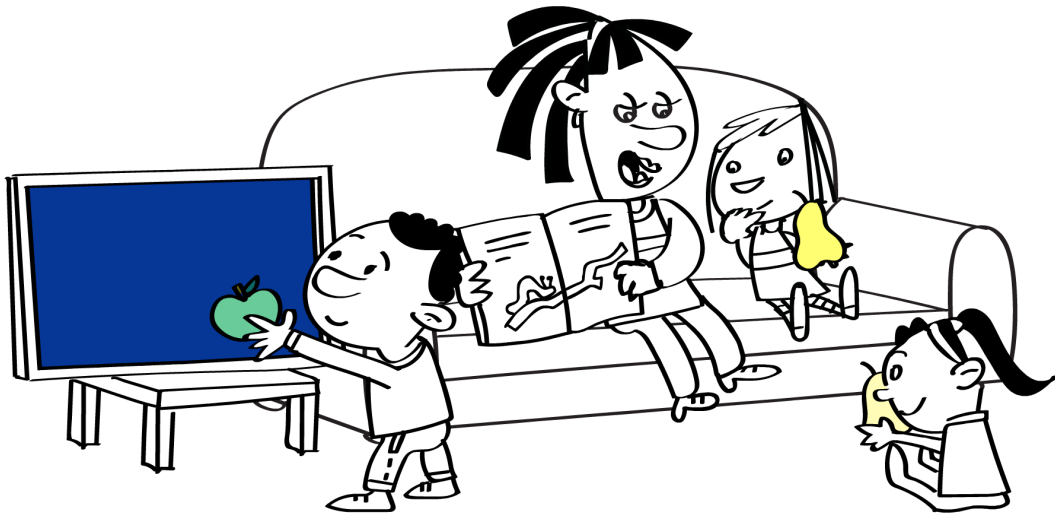
Enhancing Interactions with Young Dual Language Learners: *Scaffolding Dual Language Learning*

WHAT'S IN THIS PD2GO PACK?

Learn how to intentionally provide scaffolds for dual language learners. Language provides the key to learning, and this pack helps teachers and providers scaffold children's understanding and development of language.

Your Participants Will...

increase their capacity to use a range of instructional scaffolds to support dual language learners.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Scaffolding Dual Language Learning*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

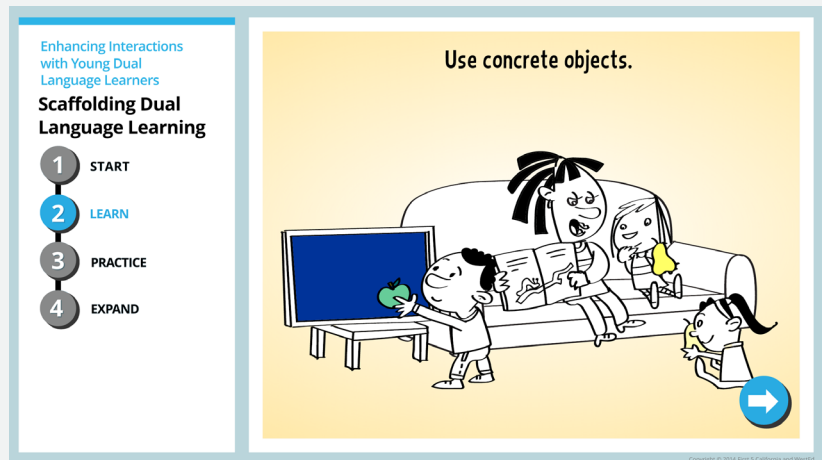
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.




EXPANDING ON THIS PD2GO PACK

This presentation on *Scaffolding Dual Language Learning* can be used individually or in conjunction with related packs in the bundle, including *Connecting with Dual Language Learners* and *Small Groups for Dual Language Learners*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS

In this pack, you will find:

[Download all \(4.1 MB\)](#)

-  [Facilitator's Guide \(4.2 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Scaffolding Dual Language Learning, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout - Scaffolding in Keisha's Family Child Care \(140 KB\)](#)

In this bundle, you will find:

[Download all \(310 KB\)](#)


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

-  [Digging Deeper \(230 KB\)](#)
-  [Family Connections \(270 KB\)](#)
-  [Resource Links \(230 KB\)](#)



STEP 1: START

PRESENTATION SEQUENCE

Step 1



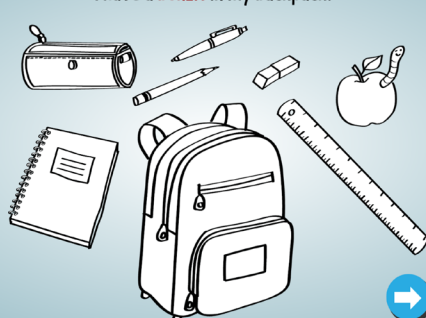

Guess what the word 'bonzit' means.

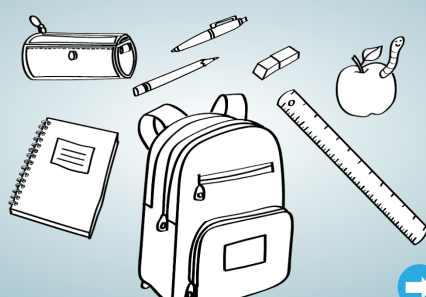

I have a **bonzit** in my backpack.




I have a **bonzit** in my backpack.

I use my **bonzit** to write in my notebook.

FACILITATOR'S NOTES

[4 min]



Step 1 - Start

Facilitator: *Guess what the word "bonzit" means in this sentence: I have a bonzit in my backpack.*



Invite participants to share their ideas with the large group. Participants might guess things that typically go in a backpack, such as a notebook, textbook, pen, or paper. They might say that they do not have enough information.



Facilitator: *So, there are a few different ideas about what a bonzit is. Now, if I tell you that I use my bonzit to write in my notebook, what do you think a bonzit is?*



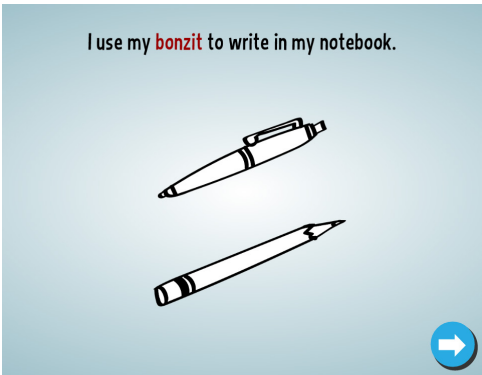
Invite participants to share their ideas with the large group.



STEP 1: Continued
START

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

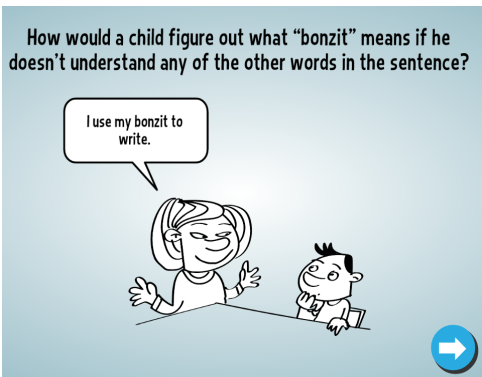


Facilitator: *You most likely have guessed that a bonzit is some sort of writing tool, like a pen or pencil. In both sentences, how did you try to figure out what a bonzit is?*



Invite participants to share their ideas with the large group.

Facilitator: *When I told you I had a bonzit in my backpack, you could use English sentence structure to figure out that a bonzit was some kind of object. When I told you what I used the bonzit for, you could use the other words in the sentence to help you decipher the meaning of the new word.*



Facilitator: *Now, let’s think about this example from the perspective of a young dual language learner. How would a child figure out what “bonzit” means if he doesn’t understand any of the other words in the sentence?*



Invite participants to share their ideas with the large group.

Facilitator: *The child would likely have a hard time figuring out what “bonzit” means in these examples. But a teacher or provider could use scaffolds to introduce a dual language learner to this new word. What are some ways you might help a dual language learner understand the word “bonzit”?*



STEP 1: *Continued*
START

PRESENTATION SEQUENCE

What are some ways you might help a dual language learner understand the word "bonzit"?



FACILITATOR'S NOTES



Invite participants to share their ideas with the large group. Possible responses include:

- Provide a picture of a "bonzit".
- Show the concrete object.
- Use gestures to show what a "bonzit" is used for.
- Say or describe "bonzit" in the child's home language.



Facilitator: *The types of scaffolds we just listed are the focus of this pack. Intentional use of scaffolds helps dual language learners understand and develop language.*



Intentional use of scaffolds helps dual language learners understand and develop language.




[Go to step 2: LEARN](#)


STEP 2:
LEARN

PRESENTATION SEQUENCE

Step 2



High-quality interactions and a rich language environment are important for all children.





FACILITATOR'S NOTES

[4 min]



Step 2 - Learn

Facilitator: *High-quality interactions and a rich language environment are important for all children, especially children learning more than one language. Check out the following PD2GO packs to learn more about intentionally interacting with young children: Circles of Communication, Conversational Prompts, and Scaffolding. Today we'll learn specific scaffolding strategies to support dual language learners.*

STEP 2:
LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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Reference handout.

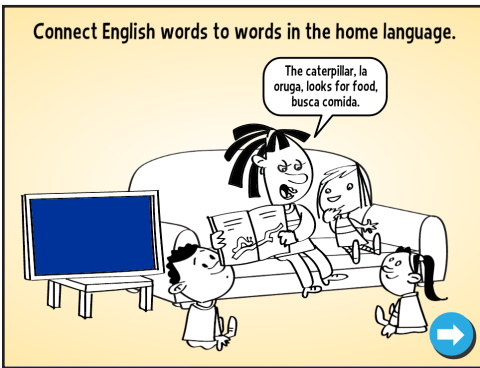
📄 **"Scaffolding in Keisha's Family Child Care"**

Facilitator:

Consider an example from Keisha's family child care. Keisha plans to read Eric Carle's The Very Hungry Caterpillar. Before reading the book, Keisha identifies some key vocabulary words she will teach to scaffold children's understanding and development of language:

- Fruit and food names
- Days of the week
- Number words
- Verbs like "pop out" or "pushed"
- Stages in the butterfly life cycle: egg, caterpillar, chrysalis

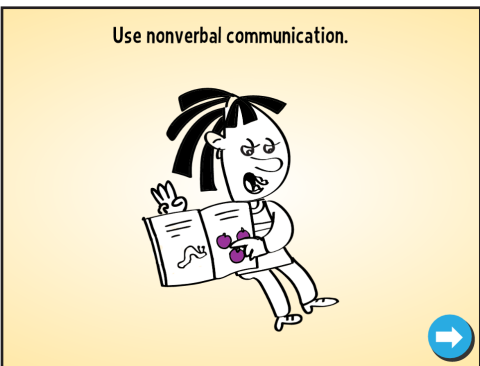
How might Keisha enhance this learning experience for dual language learners? Here are five scaffolds that you can use to intentionally support dual language learners' understanding and development of language.



CLICK

Facilitator:

Connect English words to words in the home language. In small groups, Keisha provides key phrases in children's home language(s) before introducing them in English. For example, she introduces the actions in the story in Spanish, such as "pop out of the egg," "look for some food," "built a small house," and "pushed his way out."



CLICK

Facilitator:

Use nonverbal communication. Keisha uses her voice and facial expressions while reading, to emphasize key words. She also gestures and points at pictures while reading.

CLICK

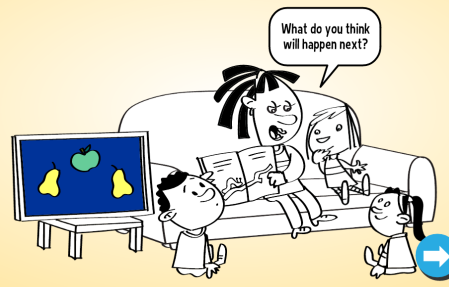
STEP 2: LEARN *Continued*

PRESENTATION SEQUENCE

Use concrete objects.



Facilitate extended conversations in English and the home language.



Repeat key vocabulary.



FACILITATOR'S NOTES

Facilitator: *Use concrete objects.* Keisha gives each child a flannel cutout of a fruit to put on the board as they count the fruits the caterpillar eats in the story.

CLICK 

Facilitator: *Facilitate extended conversations in English and the home language.* Keisha makes the story interactive by asking open-ended questions while reading, and by encouraging children to respond in their home language(s), in English, or with gestures. She might invite older children to answer the questions in pairs, either in English or in their home languages.

CLICK 

Facilitator: *Repeat key vocabulary.* Keisha repeats vocabulary from the story and encourages children to use it throughout the day—discussing foods at mealtime, referring to the day of the week at circle time, and using number words during other activities.



How do you think these scaffolds support the dual language learners' ability to participate and learn?





Invite participants to share their ideas with the large group. Possible responses include:

- Using the home language to introduce the vocabulary and providing the flannel cutouts give the dual language learners different ways to participate.
- The concrete objects and nonverbal communication help dual language learners understand the meaning of the story.

STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="99 632 574 989" style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Language unlocks children's ability to fully participate in learning experiences.</p>  <p style="font-size: small; color: blue;">Go to step 3: PRACTICE</p> </div>	<div data-bbox="721 302 784 369" style="float: left; margin-right: 10px;"> </div> <ul style="list-style-type: none"> ■ Many of these scaffolds build children's vocabulary and oral language skills in English and the home language. ■ All of these scaffolds together help dual language learners access the content of the story—learning about quantity or learning about the life cycle of the butterfly. <div data-bbox="646 632 773 684" style="margin-top: 20px;"> <p>CLICK </p> </div> <p>Facilitator: <i>Providing scaffolds helps dual language learners build their vocabulary and understand language. This strong foundation in language provides the key to learning. Language unlocks children's ability to fully participate in learning experiences and learn about the ideas and concepts of the curriculum.</i></p>

STEP 3:
PRACTICE

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="99 1234 574 1598" style="border: 1px solid green; padding: 10px; text-align: center;"> <p>Step 3</p>  <p>Let's pretend we're Keisha's coach.</p>  <p style="text-align: right;"></p> </div> <div data-bbox="99 1619 574 1982" style="background-color: #c8e6c9; padding: 10px;"> <p>As a small-group activity, Keisha plans for children to explore the different stages of the life cycle by observing photos of an egg, caterpillar, chrysalis, and butterfly.</p> <p style="text-align: right;"></p> </div>	<p>[5 min] CLICK Step 3 - Practice</p> <p>Facilitator: <i>Now let's pretend we're Keisha's coach and help her use scaffolds for dual language learners as children explore the life cycle of a butterfly.</i></p> <div data-bbox="721 1507 784 1575" style="margin-top: 20px; float: left; margin-right: 10px;"> </div> <p>Ask for a volunteer to read the brief scenario on the screen.</p> <div data-bbox="646 1598 773 1650" style="margin-top: 20px;"> <p>CLICK </p> </div> <p>Volunteer: <i>As a small-group activity, Keisha plans for children to explore the different stages of the life cycle by observing photos of an egg, caterpillar, chrysalis, and butterfly.</i></p> <div data-bbox="646 1940 773 1992" style="margin-top: 20px;"> <p>CLICK </p> </div>

STEP 3: PRACTICE *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *With a partner, discuss the following question:*

- *How can Keisha enhance this experience for dual language learners? Suggest at least 1 or 2 examples of scaffolds that Keisha can intentionally use.*



Encourage participants to refer to their “Scaffolding in Keisha’s Family Child Care” handout for ideas. Give participants time to discuss this question. Ask for volunteers to share their ideas with the larger group.

Possible responses for each of the intentional scaffolds include:

- **Connect English words to words in the home language:** Ask families or look up online in advance how to say “egg,” “caterpillar,” “chrysalis,” and “butterfly” in the home language. Introduce and describe the words in the home language before discussing in English. If possible, point out similar words or cognates between languages, such as “chrysalis” and “crisálida”.
- **Use nonverbal communication:** Invite children to use body movements to role-play the life cycle of a butterfly—curling up like a ball for egg, crawling on the floor for caterpillar, and flapping arms for butterfly.
- **Use concrete objects:** Bring in stuffed animals, puppets, flannel cutouts, or toy versions of an egg, caterpillar, chrysalis, and butterfly. Use a real-life butterfly garden for children to observe the transformation from caterpillar to butterfly.

STEP 3:
PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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- **Facilitate extended conversations in English and home language:** Ask children to describe the pictures of the stages of the life cycle in English or their home language. Provide children with sentence frames to help scaffold rich language, such as “First... Then the caterpillar... Finally...,” for children to describe the pictures of the stages of the life cycle in English or their home language.
- **Repeat key vocabulary:** Use the key vocabulary in other contexts, such as adjectives to describe things in the environment (for example, “tiny,” “round,” “long,” “big,” “beautiful”) or action words during routines and other activities (for example, “crawl,” “change,” “transform,” “fly”).



Facilitator: *A rich language environment weaves together:*

- *Experiences with English and the home language*
- *Visual cues*
- *Nonverbal communication*



A rich language environment weaves together:

- Experiences with English and the home language
- Visual cues
- Nonverbal communication




Go to step 4: EXPAND

STEP 4:
EXPAND



PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 4



Think about an activity you're planning for the next week.

[2 min]

CLICK 

Step 4 - Expand

Facilitator: *Think about an activity you're planning for the next week.*



Give participants time to individually reflect.

CLICK 




Facilitator: *Share your activity with a partner, and coach each other on how you might enhance this activity for dual language learners. Discuss specific scaffolding strategies to support dual language learners.*





Give pairs time to discuss. Ask for volunteers to share their ideas.

CLICK 

Facilitator: *Scaffolding dual language learners' language development helps them build vocabulary, improve oral language skills, and understand language. Intentionally using scaffolds enhances learning experiences for dual language learners.*

Intentionally using scaffolds enhances learning experiences for dual language learners.

**THIS PD2GO PACK WAS INFORMED
BY THE FOLLOWING RESOURCES:**

- California Department of Education. (2007). *A world full of language: Supporting preschool English learners*. Sacramento, CA: Author.
- California Department of Education (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: Author.
- Castro, D. C., Espinosa, L. M., & Páez, M. M. (2011). Defining and measuring quality in early childhood practices that promote dual language learners' development and learning. In M. Zaslow, I. Martinez Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 257–280). Baltimore, MD: Brookes Publishing Company.
- Goldenberg, C., Nemeth, K., Hicks, J., Zepeda, M., Cardona, L. M. (2013). *Program elements and teaching practices to support young dual language learners* (California's Best Practices for Young Dual Language Learners: Research Overview Papers). Sacramento, CA: California Department of Education.
- Wasik, B. (2006). Building vocabulary one word at a time. *Young Children*, 61(6), 70–78.