

Enhancing Interactions with Young Dual Language Learners: *Small Groups for Dual Language Learners*

Use these ideas and questions to build on what you've learned and extend your practice.

THINK ABOUT IT!

■ **Self-Reflection**

Use these questions to think about your own practice.

■ **Reflect with Others**

Supervisors, directors, coaches, and teachers/providers can be reflective partners.

■ **The Power of Practice**

Invite a colleague to join you; observe or record each other and share ideas.

REFLECTIVE QUESTIONS

- When do I use small groups during the day? What else can I do to intentionally support dual language learners through small groups?
- How often do I observe and interact with dual language learners during spontaneous small groups?
- When planning small groups, how do I decide on learning goals or how to group the children?
- How do I use my observations of dual language learners to choose which scaffolding strategies to use during small groups?
- How might I involve family members or other teachers/providers in using small groups to support home language development?

TRY IT OUT!

Consider the interests and explorations of the children in your group. Plan a small-group learning experience to help dual language learners access the content of your curriculum.

Ask yourself:

- **What are the learning goals?** Consider goals related to language development and goals that help children understand new concepts.
- **How will you group the children?** Think about whether you want children with the same home language or similar levels of English language development, or children with various language backgrounds, grouped together.
- **What will you do to support the development and learning of dual language learners?** Based on the learning goals and grouping of children, identify appropriate scaffolding strategies to help dual language learners fully participate in the learning experience.

Share your planned small-group experience with your co-teachers or assistants. Work together to put this plan into action sometime in the next week.

How Did It Go?

After implementing your small group, reflect with your colleagues on the learning experience. What do you think the children learned? How did you enhance this experience for dual language learners? What might you try next time?

What Next?

Practice again. Do this planning activity regularly to use small groups to individualize instruction for dual language learners. Check out the next bundle, *Individualization*, to learn how to create inclusive learning environments.