

FACILITATOR'S GUIDE

SMALL GROUPS FOR DUAL LANGUAGE LEARNERS

INTENTIONAL INTERACTIONS IN TEACHING

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

WHAT'S IN THIS PD2GO PACK?

Learn how to use small groups as a strategy that facilitates individualized instruction and support for dual language learners. This pack helps teachers and providers structure their environments and routines to create opportunities for scaffolding learning in small groups. The pack includes tips for both spontaneous and planned small groups.

Your Participants Will...

increase their capacity to support young dual language learners' language development and learning by intentionally incorporating small-group experiences into the classroom routine throughout the day.

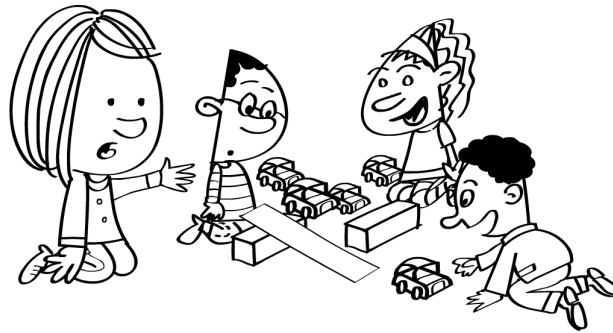
Benefits of small groups for dual language learners:

Opportunities to use language

Children feel more comfortable

Peers as language models

Individualized interactions and instruction



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Small Groups for Dual Language Learners*, 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.

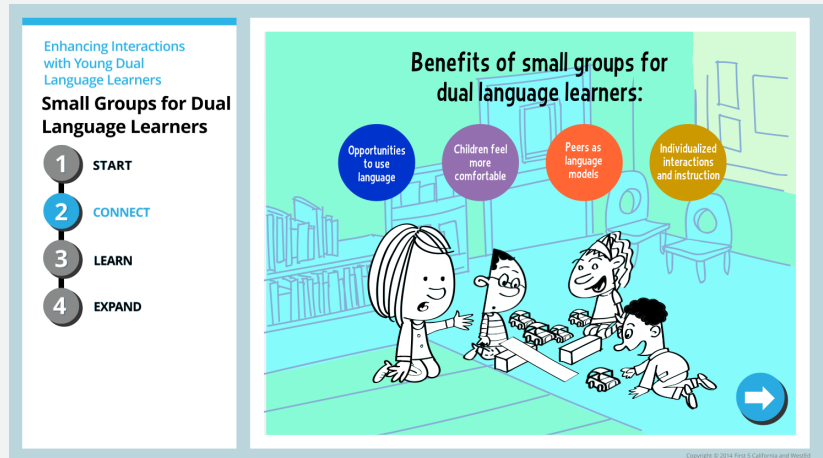
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

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 *Small Groups for Dual Language Learners* can be used individually or in conjunction with related packs in the bundle, including *Connecting with Dual Language Learners* and *Scaffolding 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 \(3.8 MB\)](#)



[Facilitator's Guide \(3.8 MB\)](#)

Everything you need to facilitate this PD2GO presentation on *Small Groups for Dual Language Learners*, 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 - Planned Small Groups \(330 KB\)](#)

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

FACILITATOR'S NOTES

Step 1



Let's think about learning a new skill.




[2 min]





Step 1 - Start



Facilitator: *Let's think about learning a new skill. Imagine that as an adult you're learning to do something that might be a little bit scary if you've never done it before, like learning to swim, ski, or do stand-up comedy.*



Facilitator: *Think about learning this new skill in your first class with one instructor. How would this experience be with 15 other people in your class?*

How would this experience be with 15 other people in your class?







Invite participants to share ideas. Possible responses include:



- It would be intimidating and scary to try something new in front of that many people.
- It would be challenging to learn because the instructor would be unable to provide much individual attention.



Facilitator: *How would this experience be with only 2 or 3 other people in your class?*

How would this experience be with only 2 or 3 other people in your class?


Invite participants to share ideas. Possible responses include:

- It would be more supportive because the instructor could give each person individualized attention.
- I'd feel less threatened with only a couple other classmates around.
- It would be fun because we would have more opportunities to practice the new skill.

STEP 1: *Continued* START

PRESENTATION SEQUENCE

Young children benefit from small-group learning experiences.

Go to step 2: CONNECT

FACILITATOR'S NOTES

Facilitator: *The smaller group may ease our nerves as we learn this new skill. The instructor could give us more individualized support, and we would feel less pressure with just a few classmates.*



Facilitator: *Just like us, young children benefit from small-group learning experiences. Small groups mean only a few children, such as three older toddlers playing together at the water table or five preschoolers doing a cooking activity with a teacher/provider.*

STEP 2: CONNECT

PRESENTATION SEQUENCE

Step 2

Individualizing Instruction and Support for Dual Language Learners

FACILITATOR'S NOTES

[1 min]



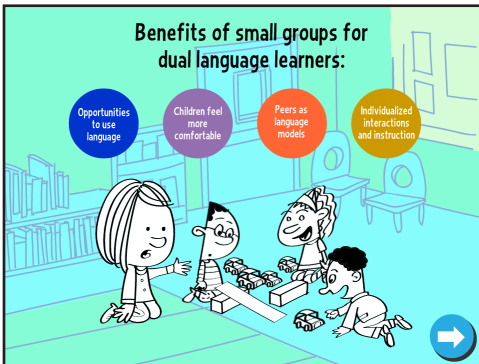
Step 2 - Connect

Facilitator: *Small groups are particularly helpful for times when teachers/providers are individualizing instruction and support for dual language learners.*



STEP 2: CONNECT *Continued*

PRESENTATION SEQUENCE




 Small groups give teachers/providers greater opportunity to be responsive to individual children, including dual language learners.


Go to step 3: LEARN

FACILITATOR'S NOTES

Facilitator: *There are many benefits of small groups for dual language learners:*

- *Children have more opportunities to use language in conversations.*
- *Children feel more comfortable practicing language.*
- *Peers can serve as language models for each other.*
- *Teachers/providers can provide more individualized interactions and instruction.*





Facilitator: *Small groups give teachers/providers more opportunities to be responsive to individual children, including dual language learners.*

STEP 3: LEARN

PRESENTATION SEQUENCE

Step 3


 How can you use small groups to support dual language learners?


➔

FACILITATOR'S NOTES

[1 min]  **Step 3 - Learn**

Facilitator: *How can you use small groups to support dual language learners?*

*When your environment is organized around interest areas, and your schedule gives children plenty of time to explore, there are many opportunities for **spontaneous** small groups.*

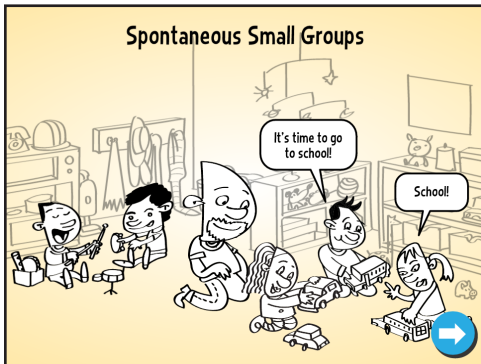
*Let's look at an example of a **spontaneous** small group in Esteban's classroom.*



STEP 3:
LEARN

PRESENTATION SEQUENCE

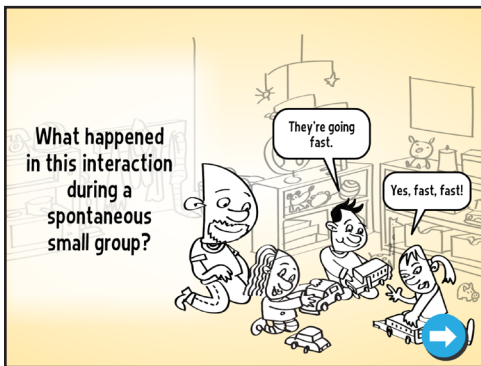
FACILITATOR'S NOTES



Facilitator: *Ariana, a child who primarily speaks Spanish, joins Jack and a couple of other children putting toy people inside school buses. Jack exclaims, "It's time to go to school!" Ariana repeats "School!" and the children drive the buses. Jack describes, "They're going fast." Ariana replies, "Yes, fast, fast!" Their teacher, Esteban, observes Ariana's interaction with Jack and the other children.*



Facilitator: *What happened in this interaction during a spontaneous small group?*



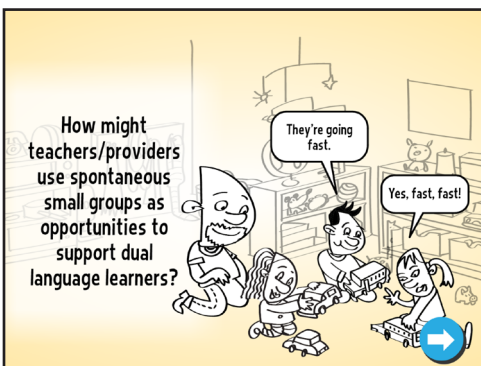
Invite participants to share ideas.

Possible responses include:

- Another child, Jack, modeled language for Ariana.
- Ariana practiced English in an activity that interested her as she interacted with peers.
- Esteban had the opportunity to observe Ariana's language and her interactions with other children.



Facilitator: *How might teachers/providers use spontaneous small groups as opportunities to support dual language learners?*

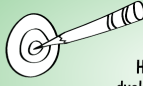









Invite participants to share ideas.


Possible responses include:

- Teachers/providers can observe to learn about children's abilities in each of their languages. These observations can inform how to best support children's development.
- Teachers/providers can join in the interaction and use scaffolding strategies to support dual language learners' development and learning.

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="94 554 571 915" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Planning Small Groups</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>What is the learning goal?</p>  </div> <div style="width: 45%;"> <p>Who is in the group?</p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <p>How do I support dual language learners?</p>  </div> <div style="text-align: right; margin-top: 10px;">  </div> </div>	<p>Facilitator: <i>At other times, teachers/providers create planned small-group learning experiences to focus on a specific skill or activity.</i></p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Facilitator: <i>When planning small groups, ask yourself:</i></p> <ul style="list-style-type: none"> ■ What is the learning goal? <i>Identify specific language (for example, learn new vocabulary) and other content goals (for example, sort and classify everyday objects).</i> ■ Who is in the group? <i>Group children according to the purpose of the activity. You might group children by their home languages, or you might mix children with different levels of English proficiency together.</i> ■ How do I support dual language learners? <i>Choose some specific scaffolding strategies that you will use to support dual language learners' development and learning.</i> <div style="margin: 20px 0;">  <p>Refer participants to <i>Intentional Interactions in Teaching</i> pack 4, <i>Scaffolding</i>, and <i>Intentional Interactions in Teaching</i> pack 13, <i>Scaffolding Dual Language Learning</i>, for examples of specific scaffolding strategies.</p> </div> <p>Facilitator: <i>Let's reflect on a planned small group in Ruby's classroom. Ruby has been planning a series of small-group activities for the week, related to the book <u>Is Your Mama a Llama?</u></i></p> <div style="margin: 20px 0;">  <p>Reference handout.  "Planned Small Groups"</p> <p>Invite a volunteer to read the scenario on the handout.</p> </div>

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p>Volunteer: <i>First, Ruby plans a small-group activity to introduce the children to some key vocabulary. She focuses on the vocabulary used to describe the animals—adjectives that describe their bodies (for example, “long”, “big”, “huge”, “lanky”) and verbs of how the animals act (for example, “hangs”, “grazes”). Ruby groups children with the same home language and similar levels of English language development together. Ruby and her assistant teachers share the vocabulary words in children’s home languages and invite all the children to say the words with them. The teachers use gestures with the vocabulary words to help children understand the meaning.</i></p> <p>Facilitator: <i>Turn to a partner next to you, and discuss the following questions. Write your ideas on your handout.</i></p> <ul style="list-style-type: none"> ■ <i>What was the learning goal related to language? To the content of the book?</i> ■ <i>How did Ruby group the children? Why?</i> ■ <i>What did Ruby and her assistant teachers do to support the development and learning of dual language learners?</i> <p> Give pairs time to discuss. Ask for volunteers to share their ideas for each question.</p> <p>Possible responses for each question are listed below.</p> <p>What was the learning goal related to language? To the content of the book?</p> <ul style="list-style-type: none"> ■ Learning goal related to language: Learn new vocabulary ■ Learning goal related to content: Learn characteristics of different animals

STEP 3: LEARN *Continued*

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



How did Ruby group the children? Why?

- She grouped children with similar levels of English language development and the same home languages. She grouped children with similar language skills so that teachers could use the same scaffolding strategies for all children in the group.

What did Ruby and her assistant teachers do to support the development and learning of dual language learners?

- Introduced vocabulary in children's home languages
- Encouraged children to use vocabulary
- Supplemented oral language with gestures to help children understand the meaning of the words

Facilitator: *Throughout the week, Ruby planned more small groups where she facilitated different activities related to the book, including reading it in the children's home languages, using flannel cutouts while reading it in English, and having children role-play parts of the story.*



Facilitator: *Spontaneous and planned small groups give dual language learners more chances to practice their developing language skills and experience individualized interactions with teachers/providers and peers.*



Small groups give dual language learners more chances to practice their developing language skills and experience individualized interactions.



Go to step 4: EXPAND

STEP 4: EXPAND

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 4



Think of a challenge that your daily schedule poses to incorporating spontaneous and planned small group experiences into your classroom routine.




[3 min]



Step 4 - Expand

Facilitator: *Think of a challenge that your daily schedule poses to incorporating spontaneous and planned small group experiences into your classroom routine.*



Give participants time to individually reflect. Possible responses include:

- We have set aside times for free choice, outdoor play, meals, naps, and large groups, but we don't have time set aside for planned small groups.
- During free choice, teachers/providers don't have time to participate in spontaneous small groups because they supervise large groups of children.



Facilitator: *Let's consider how we can address this challenge. What is one action step you could take this week to better use spontaneous or planned small groups to support the learning and development of dual language learners?*

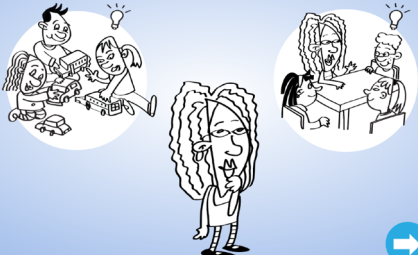



Give participants time to individually reflect. Ask for a few volunteers to share their action steps.






Possible responses include:

- Set up my environment with interest areas and open space that allow spontaneous small groups to form.
- Make sure at least one teacher/provider is available to sit with children during free choice time and to look for opportunities to scaffold dual language learners' learning during spontaneous small groups.

What is one action step you could take this week to better use spontaneous or planned small groups to support the learning and development of dual language learners?

STEP 4: *Continued*
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="99 716 574 1073" style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Small groups are valuable tools for creating learning experiences that help dual language learners develop language skills and reach learning goals across developmental domains.</p>   </div>	<div data-bbox="729 344 792 407" style="text-align: center;">  </div> <ul style="list-style-type: none"> ■ Set aside a specific time of the day for planned small groups and intentionally consider the needs of dual language learners. ■ Read a story or introduce parts of the story in planned small groups before reading in large groups. <div data-bbox="651 638 776 688" style="text-align: center;">  </div> <p>Facilitator: <i>Small groups are valuable tools for creating learning experiences that help dual language learners develop language skills and reach learning goals across developmental domains.</i></p>

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

Alanís, I. (2013). Where's your partner? Pairing bilingual learners in preschool and primary grade dual language classrooms. *Young Children*, 68(1), 42–46.

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.

Magruder, E. S., Hayslip, W. H., Espinosa, L. M., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1), 8–15.