DIGGING DEEPER   SYSTEMS THINKING

Using Resources To Deepen Your Understanding
Systems That Support Dual Language Learners

DIGGING IN

> **Resource:** California Preschool Curriculum Framework, Volume 1
> *(To access this resource, follow the link below or pull it off your bookshelf!)*
> http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf

ACTIVITY
Read the vignette, "Portrait of a Preschool English Learner: Lonia," on page 189. As you read, consider how the teacher, Ms. Sarah, could practice using the systems thinking tools presented in this bundle, such as the Iceberg or Behavior Over Time Graphs (BOTGs).

GUIDING QUESTIONS
- What mental models might Ms. Sarah have about Lonia and her family based on the descriptions of Lonia, her family, and their experiences?

- How can Ms. Sarah surface and test her assumptions associated with her mental models to get an accurate understanding of Lonia and her family? What kinds of questions might she ask to learn about Lonia's language exposure, structures, and routines in the home?

- How might Ms. Sarah structure the physical environment and daily routines to support meaningful interactions with dual language learners, such as Lonia?

- What types of patterns might Ms. Sarah be interested in using BOTGs to track over time in order to learn about Lonia's adjustment to her new setting or her language development?

KEY CONSIDERATIONS

- What is one way in which you can increase your capacity to learn about a dual language learner's language exposure, structures, and routines in the home environment?

- How might you use BOTGs to track patterns of dual language learners' behaviors or development over time?

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 0:55 to 2:33 in the video to see multiple examples of how to create learning environments and experiences that support the development and learning of dual language learners.

GUIDING QUESTIONS
- What are some of the mental models highlighted in this clip? How do you see these mental models reflected in the learning environments and experiences in the following classroom examples?

- What messages do you think the learning environment and experiences communicate to the dual language learners in this program? How might this bilingual environment shape a dual language learner's self-identity?

- In this clip, what do you notice about how the teachers structure their physical environment and daily routines?

- In what ways do the physical environment and daily routines provide opportunities for effective interactions with dual language learners?

KEY CONSIDERATIONS

- What messages do the learning environment and experiences you provide communicate to dual language learners?

- What could you add or change in your physical environment or daily routines to enhance your interactions with dual language learners?