

USING FIRST LANGUAGE (STAGE 1)

Children who do not speak English before coming to kindergarten may try to speak their first language with teachers and other students. If no one in the class understands this language, students usually give up when they realize they are not being understood. In classes where more than one child speaks the same language, these children quickly identify who they can rely on as helpers and conversational partners.

<i>Assessment</i>	
<i>Speaking</i>	<i>Listening</i>
<input type="checkbox"/> Communicates in his/her first language <input type="checkbox"/> Uses body language and gestures in place of spoken English <input type="checkbox"/> Echoes modelled language	<input type="checkbox"/> Demonstrates oral literacy in his/her first language <input type="checkbox"/> Observes others in routine situations <input type="checkbox"/> Begins to use gestures to communicate understanding <input type="checkbox"/> Attentively observes but does not actively participate <input type="checkbox"/> Follows one-step directions with full assistance and visual support
<i>Reading and Writing</i>	<i>Orientation</i>
<input type="checkbox"/> Holds books appropriately while reading <input type="checkbox"/> Pays attention to pictures in books <input type="checkbox"/> Chooses books for enjoyment <input type="checkbox"/> Uses a variety of writing tools <input type="checkbox"/> Engages in pre-writing activities (scribbles to represent print)	<input type="checkbox"/> Arrives to class consistently and on time <input type="checkbox"/> Makes the transition from home to school <input type="checkbox"/> Relies on first language and culture to think, communicate and process new experiences <input type="checkbox"/> Communicates basic needs to classroom teacher

Strategies

- Affirm the child's attempts to communicate
- Respond using a combination of gestures and words
- Learn some words (greetings, mother/father, washroom) in the child's first language (See "multilingual information and phrases" on MyKPR > Teaching and Learning > English language learners > Resources for Teachers)
- Have parents label the classroom (desk, computer) in their first language
- Use the "Language of the Month" website to teach the class simple words in the child's first language (<http://www.newburypark.redbridge.sch.uk/langofmonth/>)
- Display and highlight writing in a variety of languages
- Play music in the child's first language
- Invite parents into the class to read a dual-language book (available in the LRC; search in the LRC catalogue using name of language)

SILENT PERIOD (STAGE 1)

Children who are learning English often go through a period where they do not speak at all. However, during this time, they are observing, listening and learning.

<i>Assessment</i>	
<i>Speaking</i>	<i>Listening</i>
<input type="checkbox"/> Uses body language and gestures in place of spoken English <input type="checkbox"/> Whispers or repeats what other children are saying	<input type="checkbox"/> Observes others in routine situations <input type="checkbox"/> Begins to use gestures to communicate understanding <input type="checkbox"/> Attentively observes but does not actively participate <input type="checkbox"/> Follows one-step directions with full assistance and visual support
<i>Reading and Writing</i>	<i>Orientation</i>
<input type="checkbox"/> Holds books appropriately while reading <input type="checkbox"/> Pays attention to pictures in books <input type="checkbox"/> Chooses books for enjoyment <input type="checkbox"/> Uses a variety of writing tools <input type="checkbox"/> Engages in pre-writing activities (scribbles to represent print) <input type="checkbox"/> Imitates reading and writing behaviours modelled by the teacher	<input type="checkbox"/> Arrives to class consistently and on time <input type="checkbox"/> Makes the transition from home to school

Strategies

- Use physical gestures while speaking to the child (*Teacher points to own coat and says to student: "This is my coat. Show me your coat."*)
- Use movement, music and pictures
- Observe the child's physical movements (*She may stand close to something she wants.*)
- Provide hands-on learning experiences
- Have objects available for the child to hold and explore
- Have the child point to pictures to express needs
- Invite the child to point to familiar objects in shared reading texts
- Establish easy-to-follow routines
- Allow for non-verbal demonstration of understanding
- Invite parents into the class to read a dual-language book (*available in the LRC; search in the LRC catalogue using name of language*)

USING SINGLE WORDS AND LEARNED PHRASES (STAGE 2)

When students are ready to speak in a new language, they use single words and “learned phrases”. The single words are often names of objects, which are used to communicate an entire idea. “Learned phrases” are groups of words that children use before they fully understand what they mean (and before they understand the meanings of the individual words which make up the phrases).

<i>Assessment</i>	
<i>Speaking</i>	<i>Listening</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a mix of English / first language <input type="checkbox"/> Makes first attempts to speak in small and large groups (1-4 words) <input type="checkbox"/> Can orally label 1-10 objects in a familiar context <input type="checkbox"/> Uses everyday gestures and courtesies to convey meaning <input type="checkbox"/> Initiates speech during play <input type="checkbox"/> Expresses basic needs using single words 	<ul style="list-style-type: none"> <input type="checkbox"/> Sits and listens to read-alouds either individually or in a group <input type="checkbox"/> Follows others in routine situations <input type="checkbox"/> Responds appropriately to body language, non-verbal signals, tone of voice and intonation <input type="checkbox"/> Responds to questions by using gestures to choose between a few objects/pictures
<i>Reading and Writing</i>	<i>Orientation</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Understands that print carries a message <input type="checkbox"/> Knows the direction of print (left to right, top to bottom) <input type="checkbox"/> Turns pages sequentially <input type="checkbox"/> Recognizes the names and/or sounds of a few letters of the alphabet <input type="checkbox"/> Identifies own name in print 	<ul style="list-style-type: none"> <input type="checkbox"/> Begins to work with peers <input type="checkbox"/> Develops friendships with peers and connections with familiar staff <input type="checkbox"/> Calls some classmates and staff by name <input type="checkbox"/> Follows some classroom and school routines, schedules and behaviours <input type="checkbox"/> Finds personally relevant locations independently (office, gym, washroom)

Strategies

- Affirm the child’s attempt to communicate (*Child: “I make cake”. Teacher: “You are making a cake. Is it chocolate?”*)
- Use gestures (*“Put the block on the top”, while clearly pointing to the top of the block tower.*)
- Present choices; use gestures to reinforce (*Teacher asks, “Can you point to your name?” as she points to the name on the board.*)
- Name the child’s actions (*“You jumped, you painted a picture, you counted the animals.”*)
- Introduce new vocabulary (*“The boy in the book was scared of the dark.”*)
- Scaffold responses (*“Yes, that is your name. Can you show me a name that starts like your name?”*)
- Model – demonstrate a counting strategy, point to the words in a text while reading
- Think aloud; use gestures to reinforce (*“I’m going to start reading here”, while using a pointer to show where the reading starts.*)
- Invite parents into the class to read a dual-language book (*available in the LRC; search in the LRC catalogue using name of language.*)

SIMPLE COMMUNICATION (STAGE 3)

As children continue to learn more English, they rely less on “learned phrases” and begin to rehearse, apply and gain control of language structures.

<i>Assessment</i>	
<i>Speaking</i>	<i>Listening</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a mix of English / first language <input type="checkbox"/> Shares personal information (name, gender, personal characteristics) <input type="checkbox"/> Identifies familiar names, objects and actions <input type="checkbox"/> Speaks with sufficient clarity for teacher comprehension <input type="checkbox"/> Joins in with familiar songs and poems <input type="checkbox"/> Expresses personal emotions, feelings and needs <input type="checkbox"/> Asks simple questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows simple directions and classroom routines with support from visual cues <input type="checkbox"/> Responds to clear, short, simple questions <input type="checkbox"/> Responds briefly to short, simple stories, songs and poems <input type="checkbox"/> Responds to familiar conversational topics (with single words/short phrases) <input type="checkbox"/> Responds to gestures, courtesies and tone of voice
<i>Reading and Writing</i>	<i>Orientation</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the names and/or sounds of some of the letters of the alphabet <input type="checkbox"/> Uses picture cues to understand the meaning of a book <input type="checkbox"/> Understands familiar vocabulary in age-appropriate stories, poems and environmental print <input type="checkbox"/> Writes own name <input type="checkbox"/> Begins to dictate labels to a scribe <input type="checkbox"/> Prints a few letters in the English alphabet 	<ul style="list-style-type: none"> <input type="checkbox"/> Begins to respond to most social situations appropriately <input type="checkbox"/> Participates in directed group lessons <input type="checkbox"/> Interacts with peers outside of own linguistic and cultural groups <input type="checkbox"/> Understands and follows school routines and behavioural expectations

How Teachers Can Help: Strategies

- Affirm the child’s attempt to communicate (“I like the way you described this part of the picture.”)
- Use gestures (“How tall do you think your plant is?” while moving the child’s hand along the plant.)
- Use music, movement and pictures
- Label the child’s actions and extend the language (Child: “I making a cake.” Teacher: “Can you make three cakes for me to pick up tomorrow?”)
- Introduce new, specialized vocabulary (“That is your shadow.”)
- Model using illustrations to figure out unknown words
- Think aloud (“When I read this part, it made me think about the park near my house and how the leaves crunch when I walk on them.”)
- Hold small-group discussions, using something the child has constructed, a wordless book or a familiar object
- Invite parents into the class to read a dual-language book (available in the LRC; search in the LRC catalogue using name of language)

PRODUCING MORE COMPLEX LANGUAGE (STAGE 4)

Children's language skills begin to approach those of their peers.

<i>Assessment</i>	
<i>Speaking</i>	<i>Listening</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in short, prepared role plays <input type="checkbox"/> Uses short, patterned questions to seek information <input type="checkbox"/> Participates in discussions using words, phrases and full sentences <input type="checkbox"/> Recounts familiar events, stories and key information using simple pattern sentences and familiar vocabulary <input type="checkbox"/> Begins to describe own thinking <input type="checkbox"/> Speaks with clarity and fluency approaching age-appropriate peers <input type="checkbox"/> Uses 4-5 word sentences to convey meaning 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in conversations on familiar topics <input type="checkbox"/> Understands key vocabulary and concepts related to a theme/topic <input type="checkbox"/> Requests clarification when necessary <input type="checkbox"/> Responds to direct questions, frequently used commands and courtesies <input type="checkbox"/> Follows more complex directions <input type="checkbox"/> Demonstrates active listening in play and group situations
<i>Reading and Writing</i>	<i>Orientation</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes familiar words and repeated phrases in plays, poems, stories and environmental print <input type="checkbox"/> Participates in shared reading activities, choral reading and rehearsed reading in small groups <input type="checkbox"/> Identifies the names and/or sounds of most of the letters of the alphabet <input type="checkbox"/> Reads and understands some grade-appropriate text with minimal assistance <input type="checkbox"/> Uses grade-appropriate resources that provide some visual support (theme charts, words walls) <input type="checkbox"/> Writes some personally relevant words <input type="checkbox"/> Begins to dictate phrases and sentences to a scribe <input type="checkbox"/> Prints some of the letters in the English alphabet <input type="checkbox"/> Participates in shared writing activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates actively in regular class programs, with modifications <input type="checkbox"/> Participates in whole-group and small-group activities and social situations <input type="checkbox"/> Teaches others about key locations in the school <input type="checkbox"/> Shows increasing initiative in co-operative group activities

PRODUCING MORE COMPLEX LANGUAGE (STAGE 4) - continued

Strategies

- Acknowledge what the child is doing to sustain interest (“I see you lined your cars up in a row.”)
- Support the child through a process (“I see you found a way to get the car all the way down the ramp.”)
- Reaffirm vocabulary that the child uses (“You’re right: the blue car is faster than the red car.”)
- Introduce new vocabulary informally (“Look how far the blue car travels.”)
- Challenge the child’s thinking with questions (“How did you know ...? Why did you decide ...? What would happen if ...? What else could you try?”)
- Prompt the child to retell in different ways – label, identify, describe, summarize (“Tell me how you made the ramp higher. Tell me why you did this.”)
- Guide children to make connections – compare, contrast, apply (“That’s the same as ... What does this make you think of?”)
- Invite parents into the class to read a dual-language book (available in the LRC; search in the LRC catalogue using name of language)