

CULTURE & LANGUAGE IN TK:

Supporting Teachers, Families and Children Part 1

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California State University Channel Islands

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Willow Elementary, LAUSD

Agenda

- Welcome
- Communications Update
- Transitional Kindergarten Presentation : **“Culture and Language in TK: Supporting Teachers , Families and Children”**
 - Dr. Carola Matera, Assistant Professor in Early Childhood Studies at CSU Channel Islands
 - María Lourdes Salazar, Transitional Kindergarten teacher at the Los Angeles Unified School District
- Q&A – Please email all questions to Meredyth González at mgonzalez@earlyedgecalifornia.org
- Next Call : May 21, 3:30-4:30pm



Communications Update

EarlyEdgeCalifornia.org

our understanding of...
our views about...



influence their **TEACHING**

**Children's
development
of identity,
awareness
of human diversity,
development of
prejudice**



Briana Grace Photography



ecosystem

SHARED goal:

SUCCESS

in SCHOOL & in LIFE

for ALL children

SHARED goal:

SUCCESS

in S

children

with different abilities,

languages,

and

cultural

backgrounds

for


FE

1

more than school
readiness...

what does “READY” mean to a child?


more than school
readiness...



*learn how to ride a
bike without training
wheels, like my
friend Mario*

what does “READY” mean to a child?

more than school
readiness...



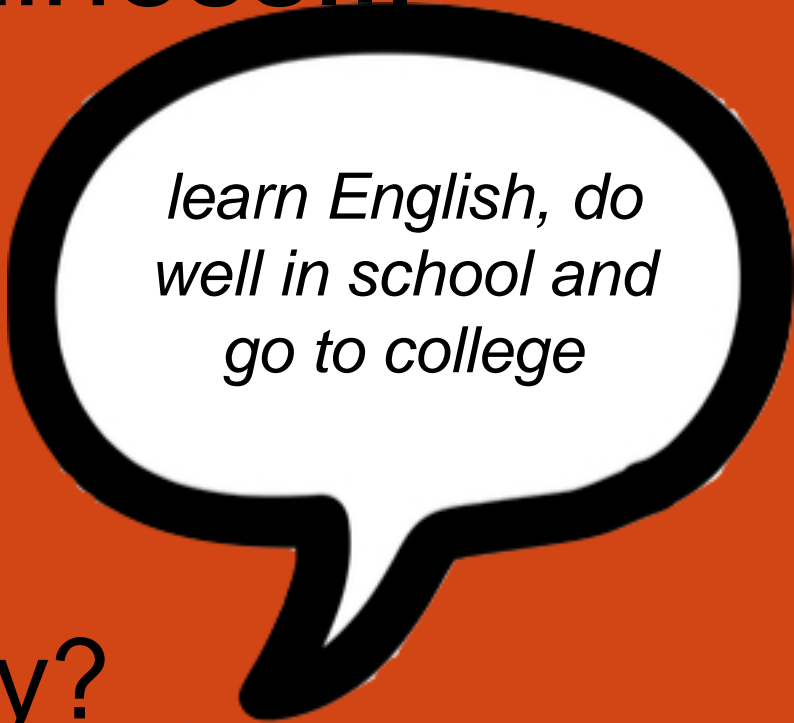
*be stronger so that I
can hit the piñata
really hard!*

what does “READY” mean to a child?

more than school
readiness...


what

family?



*learn English, do
well in school and
go to college*

mean to a child



*be stronger so that I
can hit the piñata
really hard!*

more than school
readiness...

what

*learn English, do
well in*

mean to a child

*be stronger so that I
can hit the piñata
really hard!*

*show growth in
social & emotional
development*

family?

teacher?

more than school
readiness...

what

*learn English, do
well in*

mean to a child

*show growth in
cultural*

family

*achieve school
readiness goals the
program has
identified*

teacher

school?

*be stronger so that I
can hit the piñata
really hard!*

more than school
readiness...

what

family

teacher

school?

community?

*learn English, do
well in*

*show growth in
cultural*

*achieve school
readiness as
part of*

*grow bilingual and
biliterate with strong
cultural roots*

mean to a child

*be stronger so that I
can hit the piñata
really hard!*

children

Dual language learners

English learners

English language
learners

Second language
learners

New language learners

Bilingual

Limited English
proficient

Long-Term English

Learners



BEING MULTILINGUAL

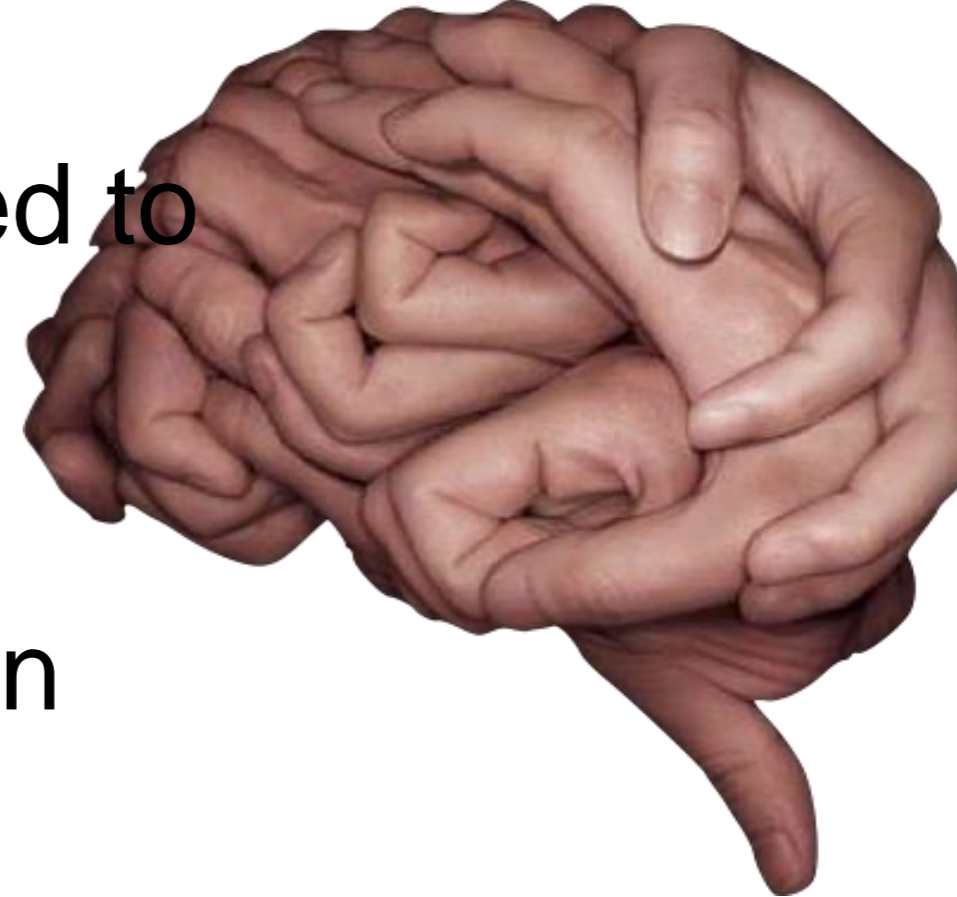


- ♥ Improves memory and cognitive function
- ♥ Facilitates English language development
- ♥ Promotes school literacy
- ♥ Fosters identity formation and sense of self-esteem
- ♥ Strengthens family relationships, including extended family members
- ♥ Potential for bilingualism and biliteracy
- ♥ Has positive effects for mental health
- ♥ Facilitates access to a specialized workforce, social

What has changed...

AND WHY IT MATTERS!

- Children's brains are wired to learn more than one language
- Learning and developing in more than one language does **NOT** delay growth nor development
- Instead, it promotes more efficient cognitive functioning, academic achievement and enhances learning English
- **There may be negative consequences in losing the Home Language**



“...children who are dual language learners ***can demonstrate their abilities, skills, and knowledge in any language***, including their home language”.

(OHS, 2011)

“At the same time, Head Start programs need to ***promote the acquisition of English*** for children who are DLLs.”

(OHS, 2011)

Language in Math and Literacy

- Language and vocabulary predict academic success and readiness for kindergarten
- Code versus Meaning focused skills
- Unique strategies help children learn new words, understand new information and communicate ideas

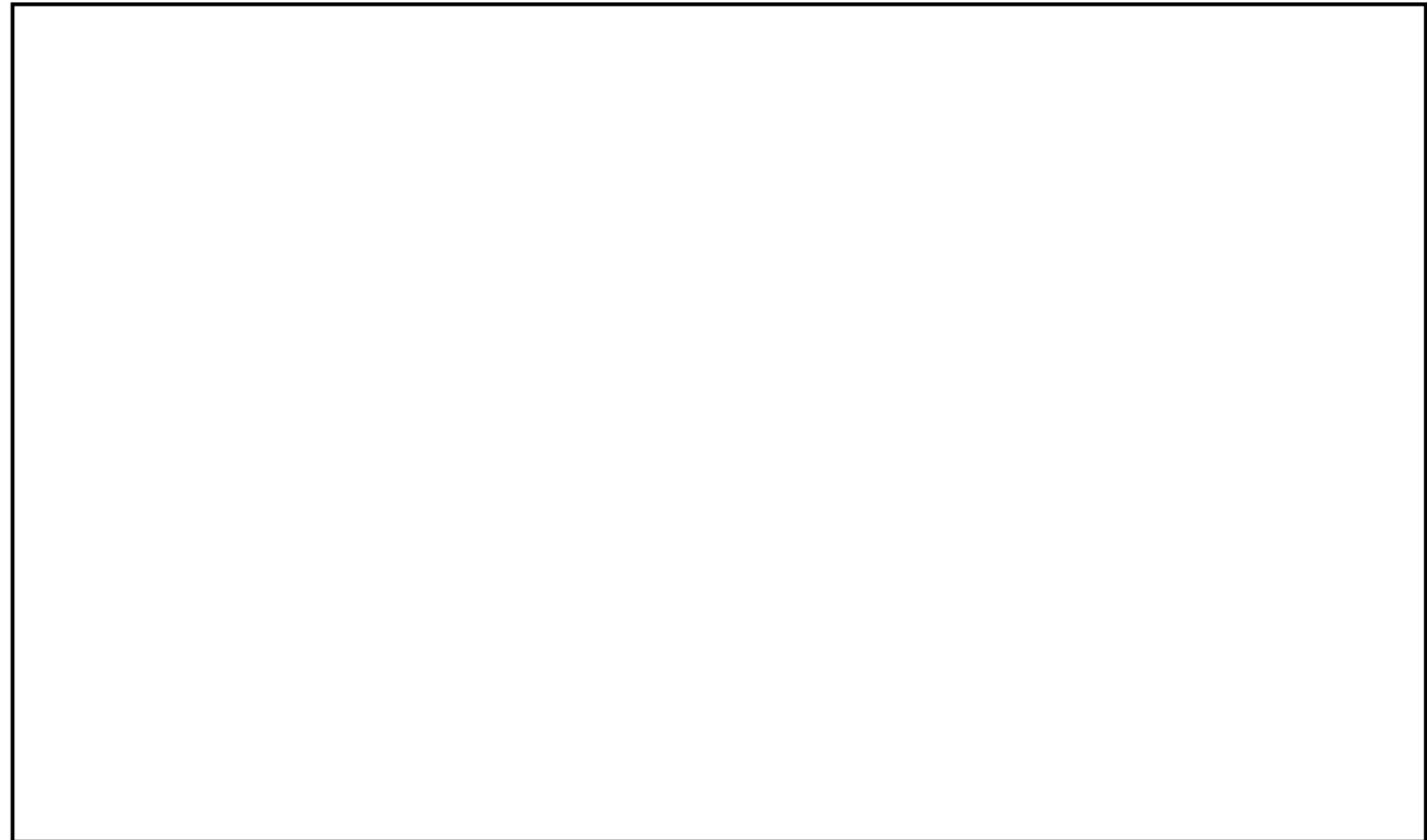
“Luna, creaste un patrón”

● *“un patrón?”*

“si, ¡un patrón muy colorido!”



Learning & Development



Birth

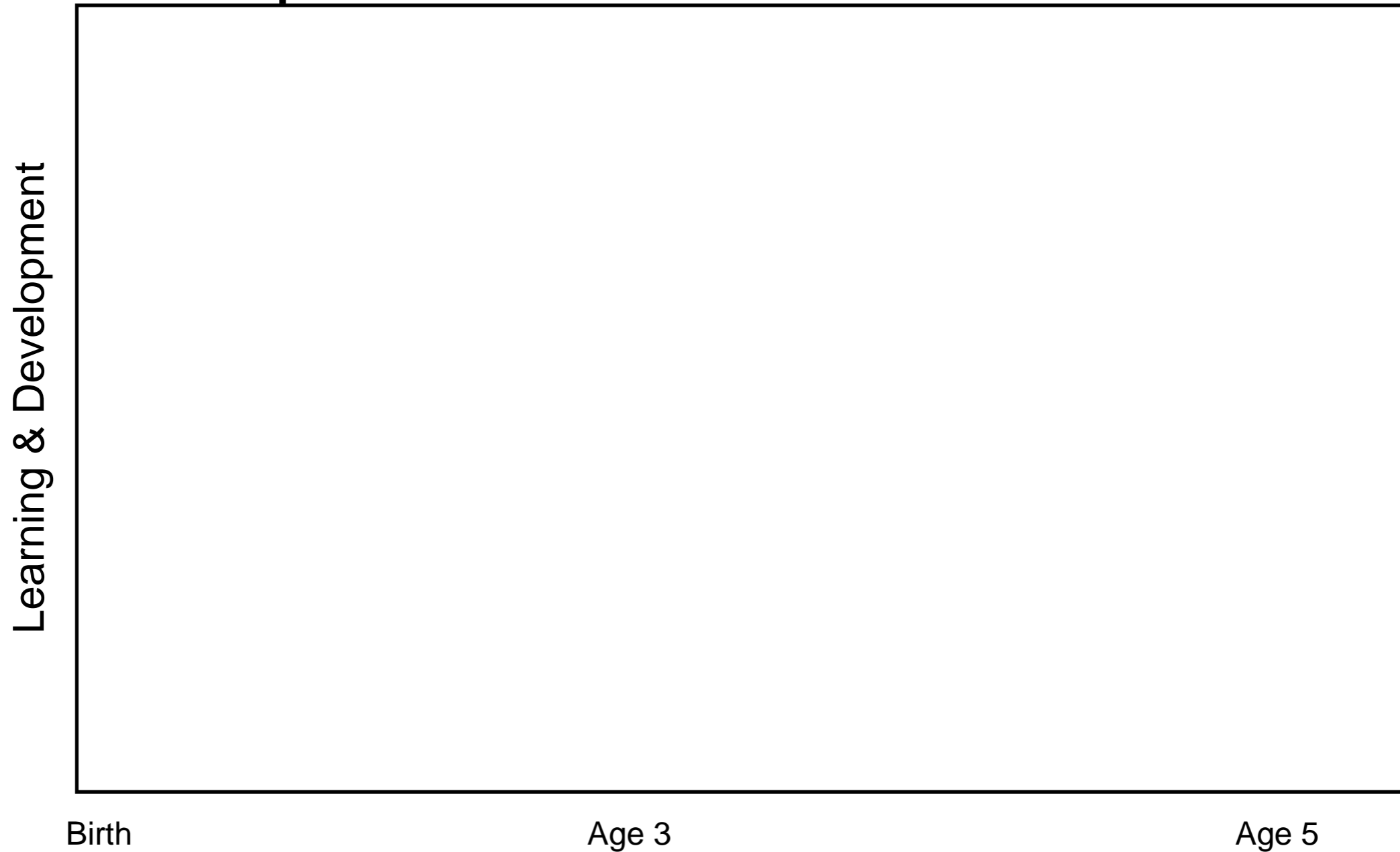
Age 3

Age 5

Stechuk (2012)



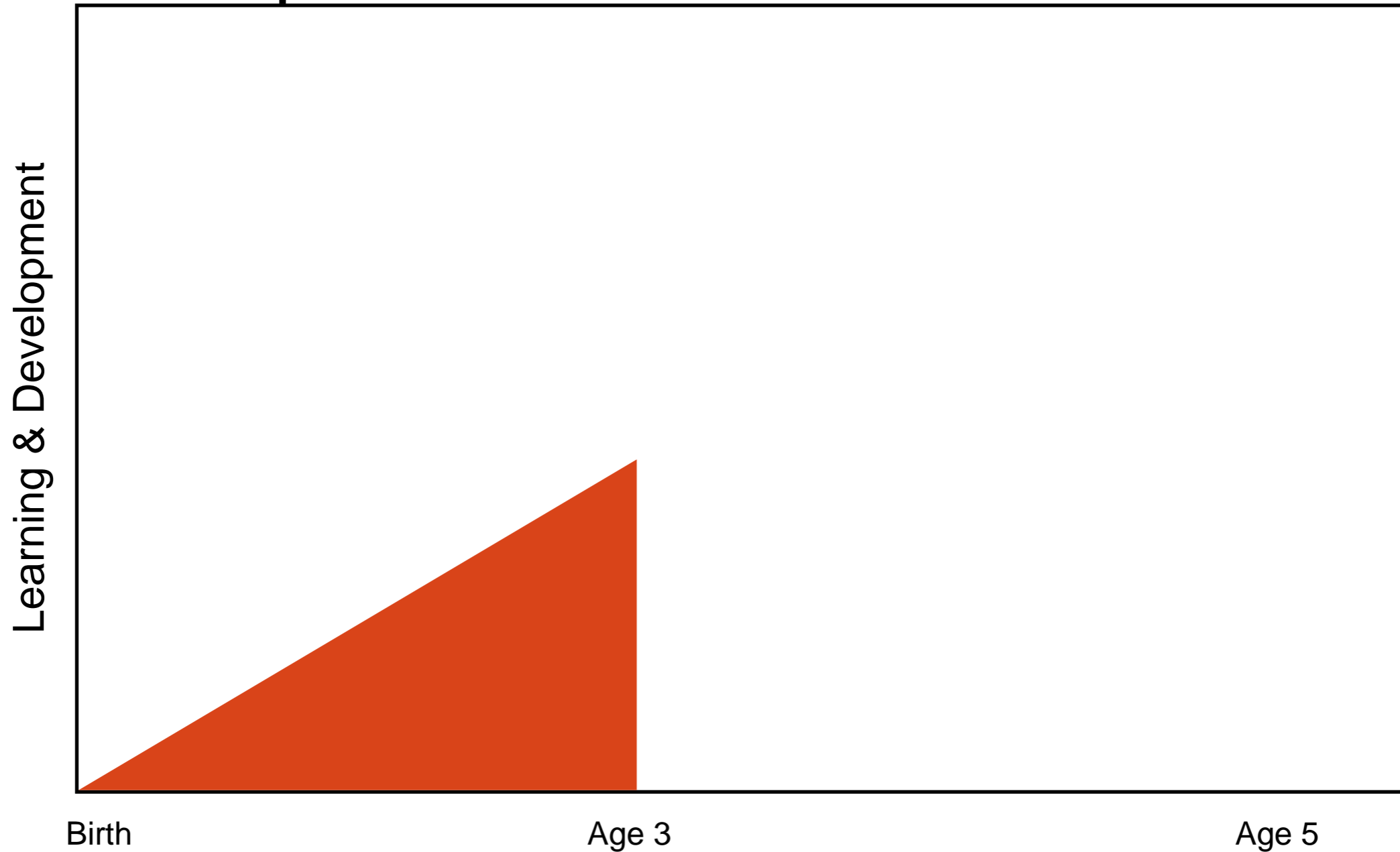
Supporting Learning & Development in Sequential DLLs



Stechuk (2012)



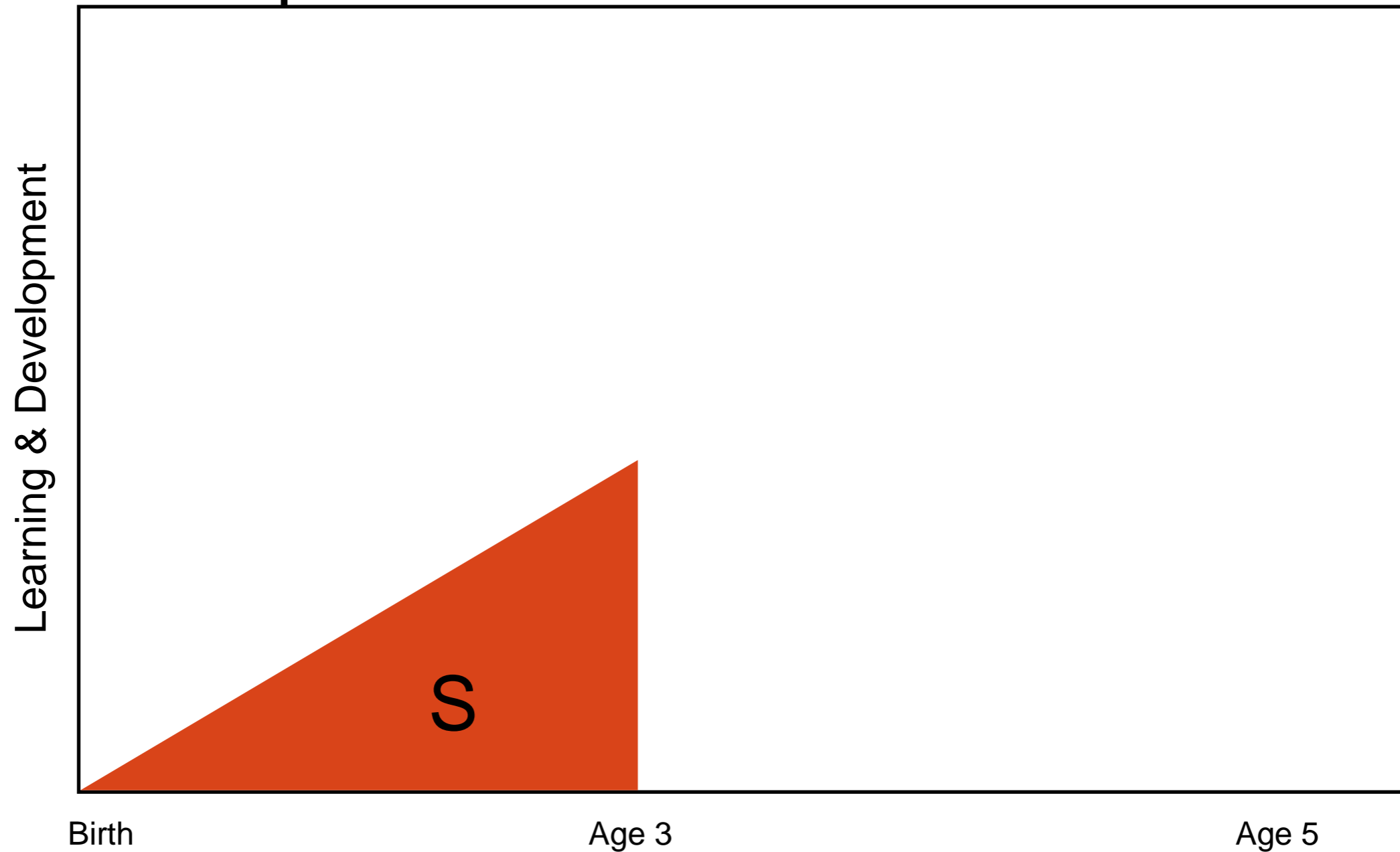
Supporting Learning & Development in Sequential DLLs



Stechuk (2012)



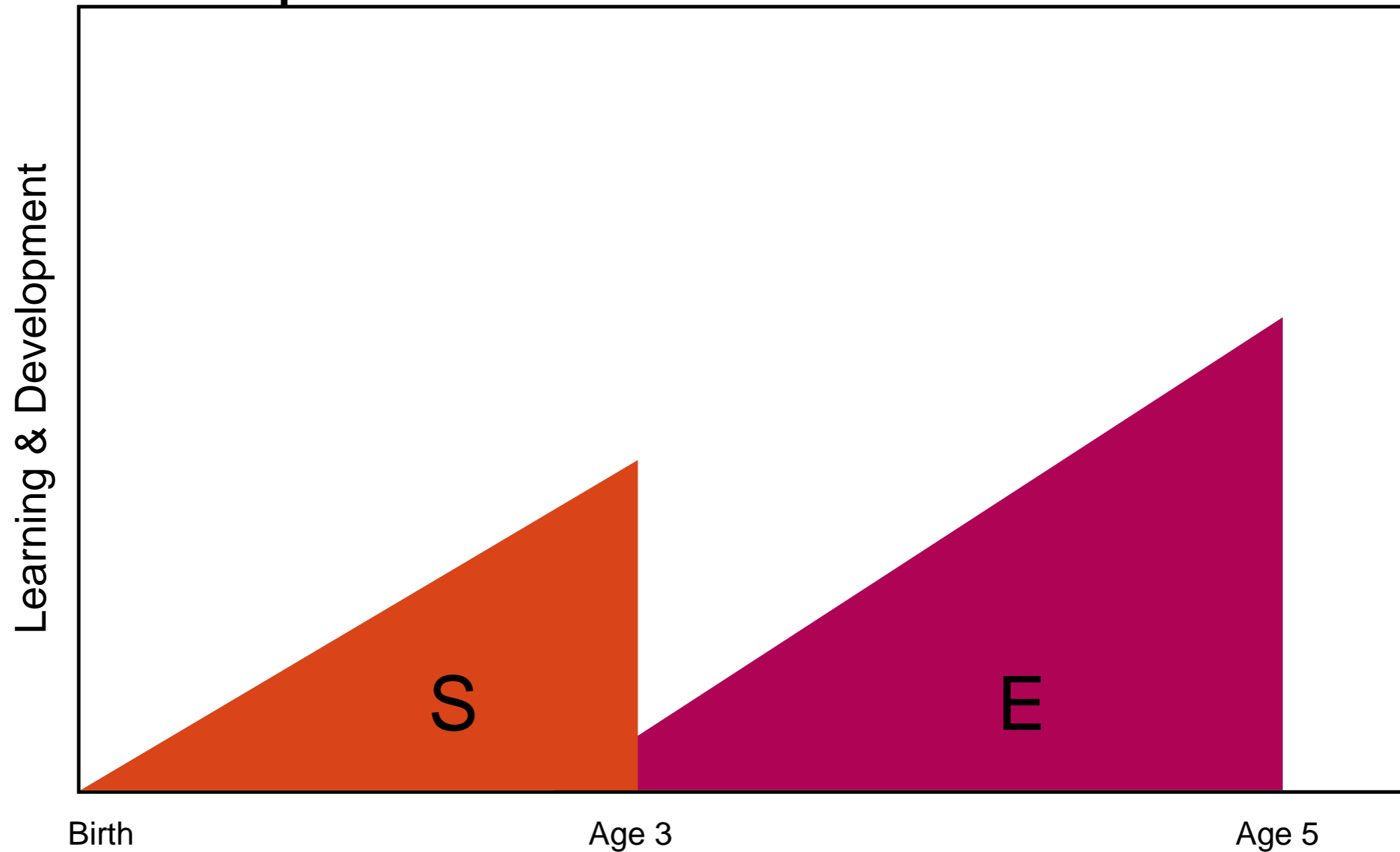
Supporting Learning & Development in Sequential DLLs



Stechuk (2012)



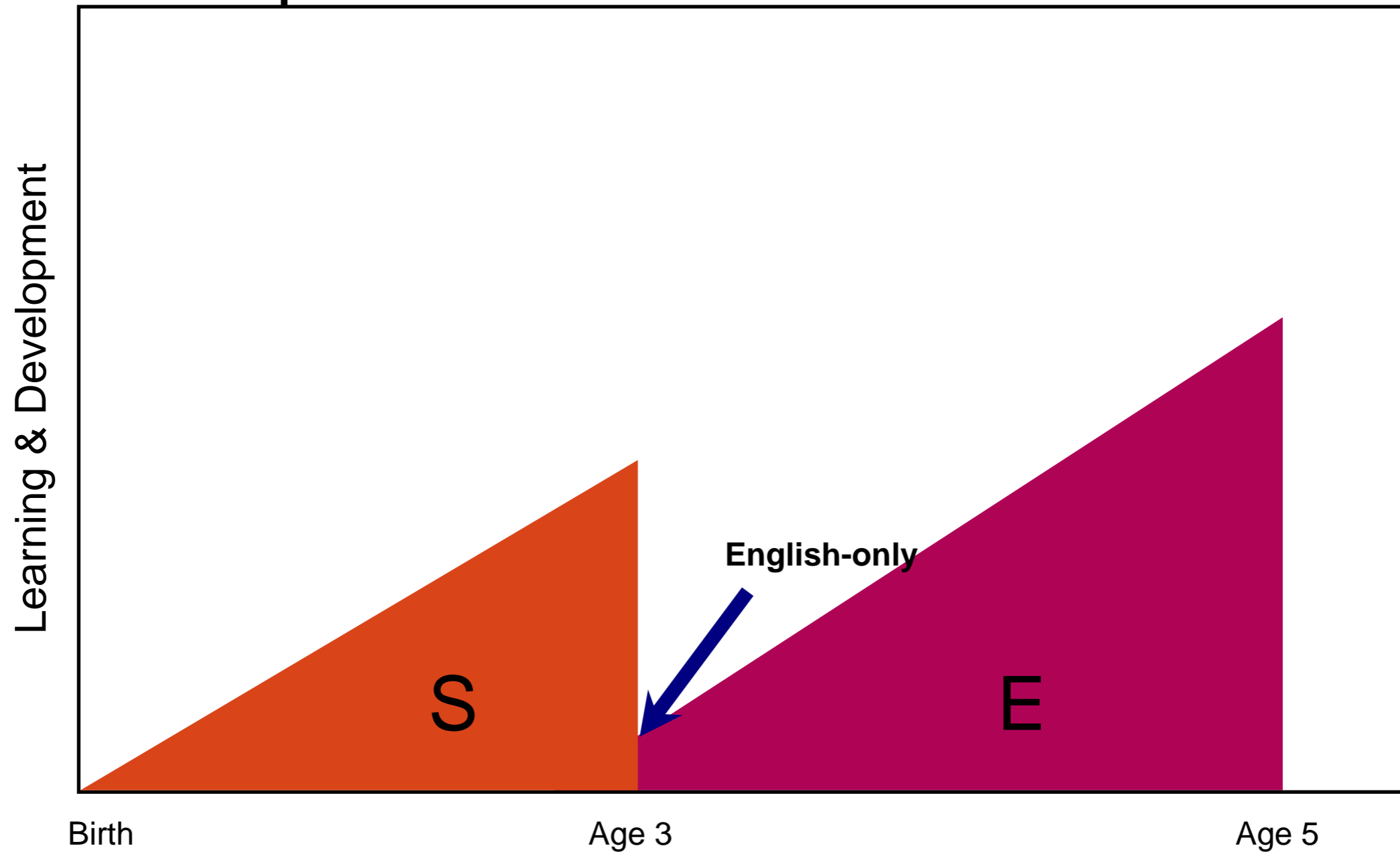
Supporting Learning & Development in Sequential DLLs



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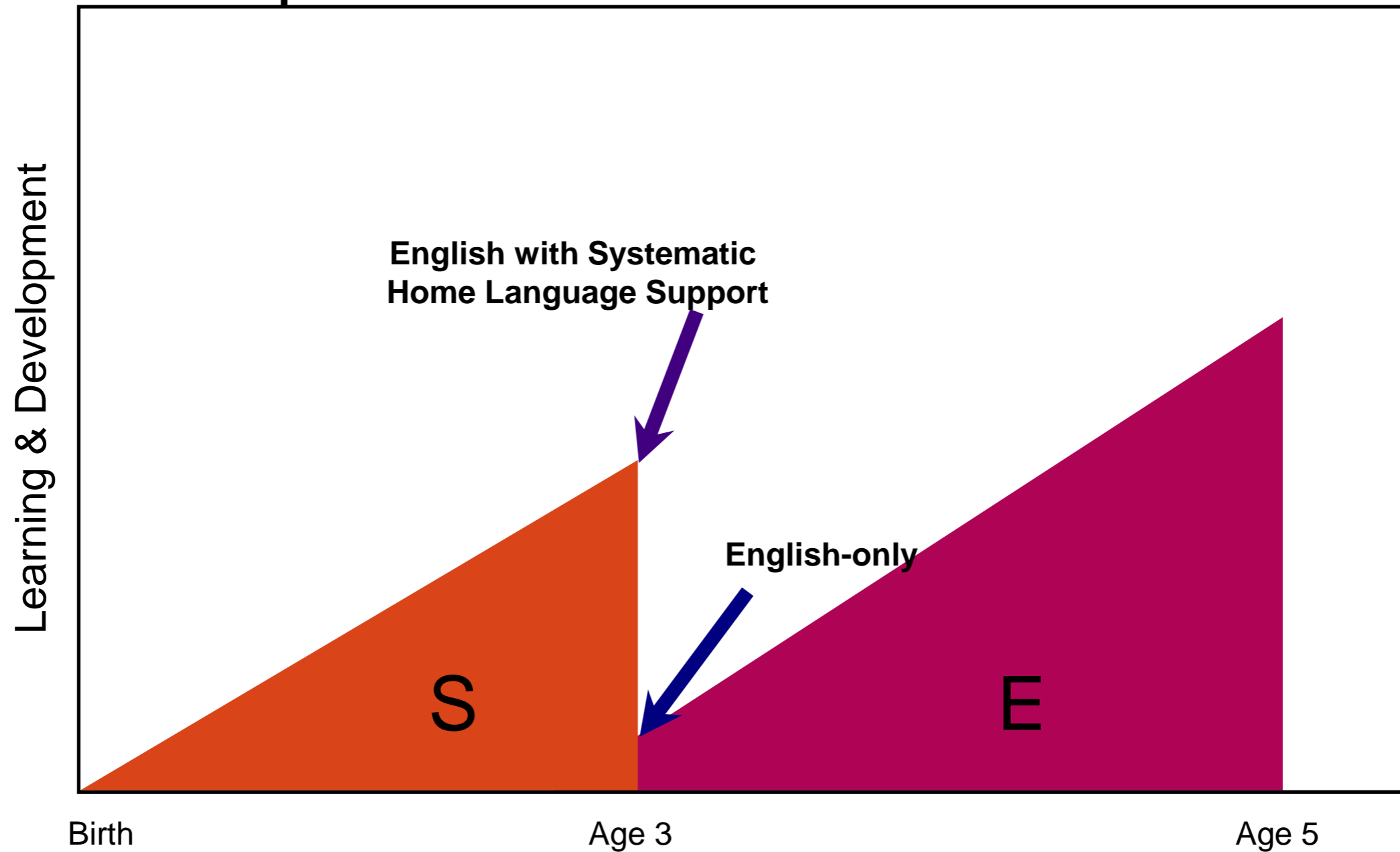
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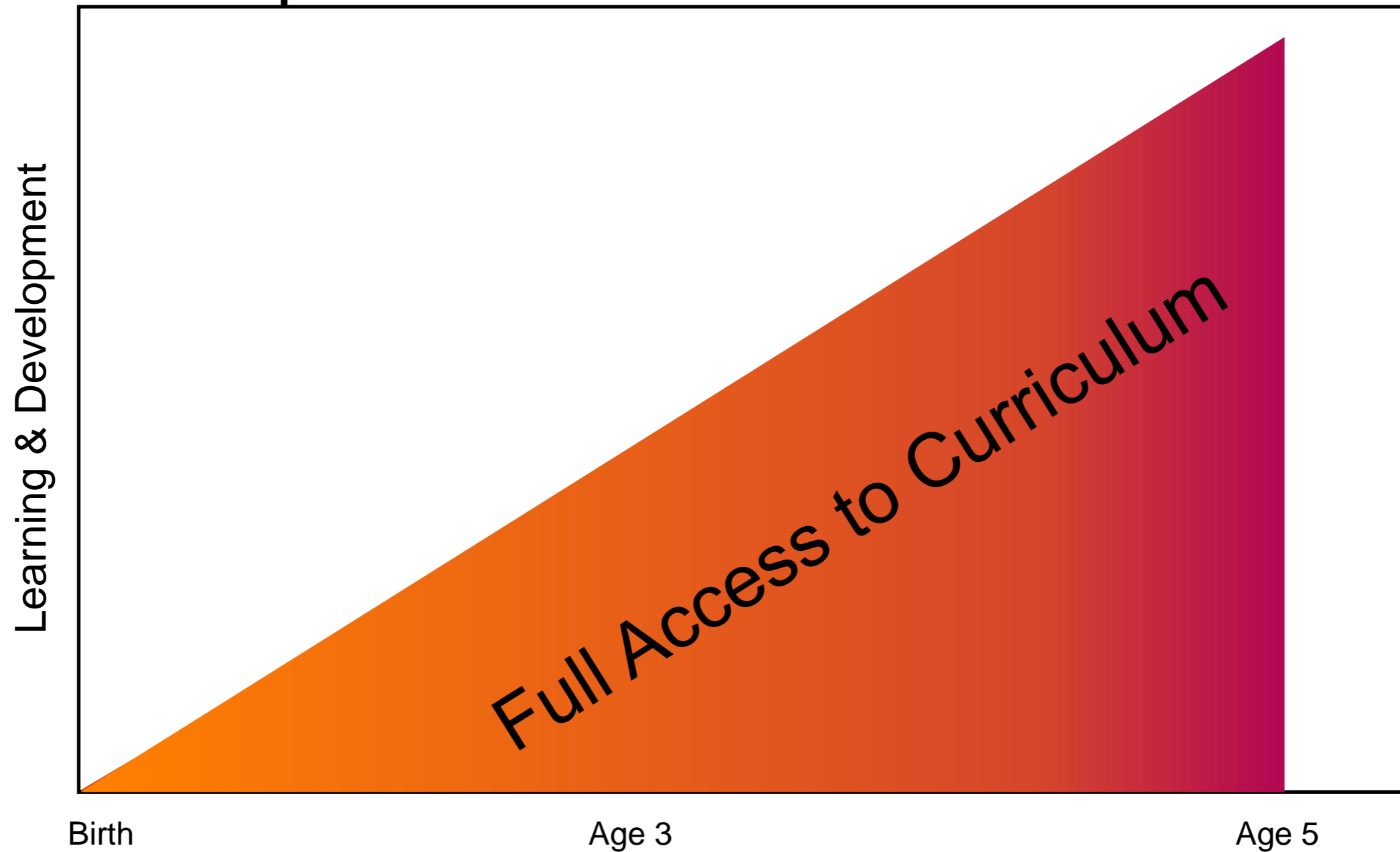
Supporting Learning & Development in Sequential DLLs



Stechuk (2012)



Supporting Learning & Development in Sequential DLLs



Stechuk (2012)



DCLA

developmentally, culturally, and
linguistically appropriate teaching

- Monolingual teachers **CAN** support the child's Home Language to promote learning
- Adapt the curriculum to respond to the unique needs of DLL children
- Small groups (mixed language levels)
- Introduce new vocabulary through stories
- Implement Personalized Oral Language(s) Learning strategies



**Teacher/s
speak the
language/s
of the
Children**

**Teachers
do not speak
the
language/s of
the Children**

Personalized Oral Language/s Learning (POLL)

Espinosa, Magruder, Hayslip & Matera (2013)

- Family First
- Environmental Supports
- Instructional Supports
- Oral Language Practice



Families First

strengthening
Home
Language

- ♥ Families and Teachers working together to ***strengthen Home Language*** and support school readiness and success
- ♥ Learning from families and gathering information about language experiences
- ♥ Teachers sharing specific strategies for the families to enhance ***oral language development***

shared agenda

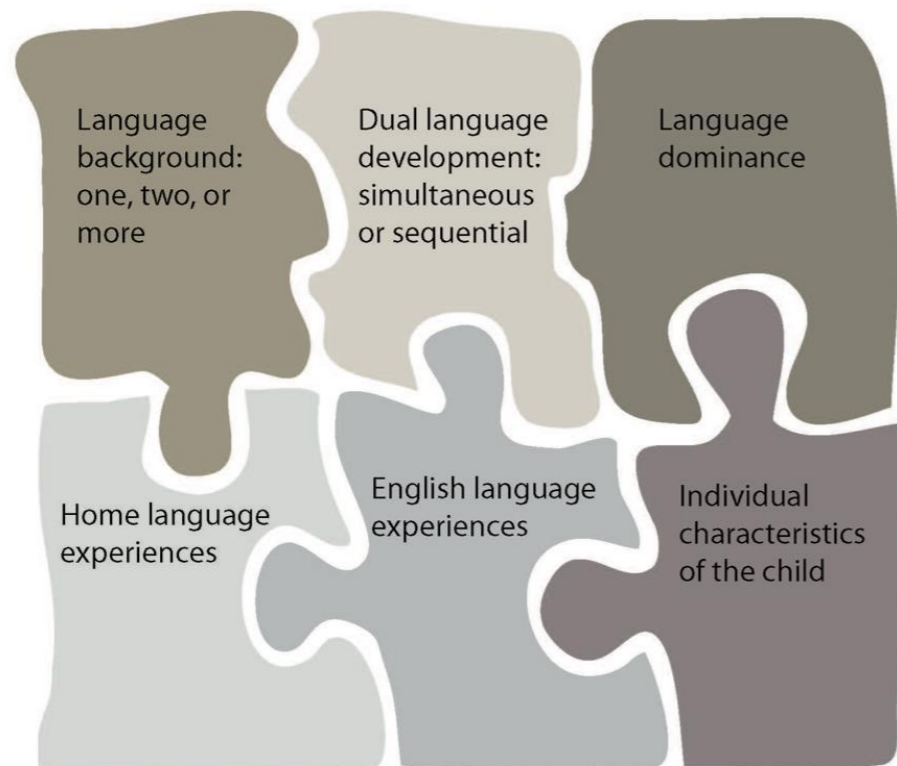
- ♥ Families and Teachers working together to **strengthen Home Language** and support school readiness and success
- ♥ Learning from families and gathering information about language experiences
- ♥ Teachers sharing specific strategies for the families to enhance **oral language development**

Young Dual Language Learners: Gathering Background Information







Child & Family Language Background & Experiences

In order to support learning and development for children who are Dual Language Learners (DLLs), early childhood staff need to understand children's backgrounds and experiences with more than one language. Staff should gather information from each child's parents and family. By gathering enough information to get the full picture of a child's overall language background, practitioners can "put together the puzzle" of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.

Considerations for Each Child:



Young Dual Language Learners: Gathering Background Information

Considerations	Possible Questions to Ask Parents and Families
 Language background: one, two, or more	What language(s) does your family speak? How much experience (exposure) has your child had with the(se) languages? Is your child growing up with two languages? If so, what are the languages? Can you tell me about your child's use of English (if at all)?
 Dual language development: simultaneous or sequential	Did your child grow up with two language from birth (simultaneous)? Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)? How old was s/he when the second language was introduced? About how much time does your child spend using the home language (speaking, listening, comprehending)? About how much time does your child spend using English (speaking, listening, comprehending)?
 Language dominance	Does your child use one of his/her languages more often than the other? When your child wants to communicate, which language does he/she use?
 Home language experiences	Who are the people in your child's life who speak the home language to him/her? What are some experiences or activities your child has using language? (E.g., cooking with grandmother each evening in Chinese; doing weekend chores with father in Spanish) What experiences with early reading and writing has your child had in his/her home language?
 English language experiences	Who are the people in your child's life who speak English to him/her? (E.g., cooking with grandmother once a week; doing weekend chores with father) What experiences with early reading and writing has your child had in English?
 Individual characteristics of the child	What are your child's interests and favorite activities? <ul style="list-style-type: none"> • Are there toys or things that your child especially likes to play with? • Are there pretend play activities that your child likes? • What does your child like to talk about? • What does your child like to learn about? • Can you give examples of experiences from the past that your child can recall and talk about?

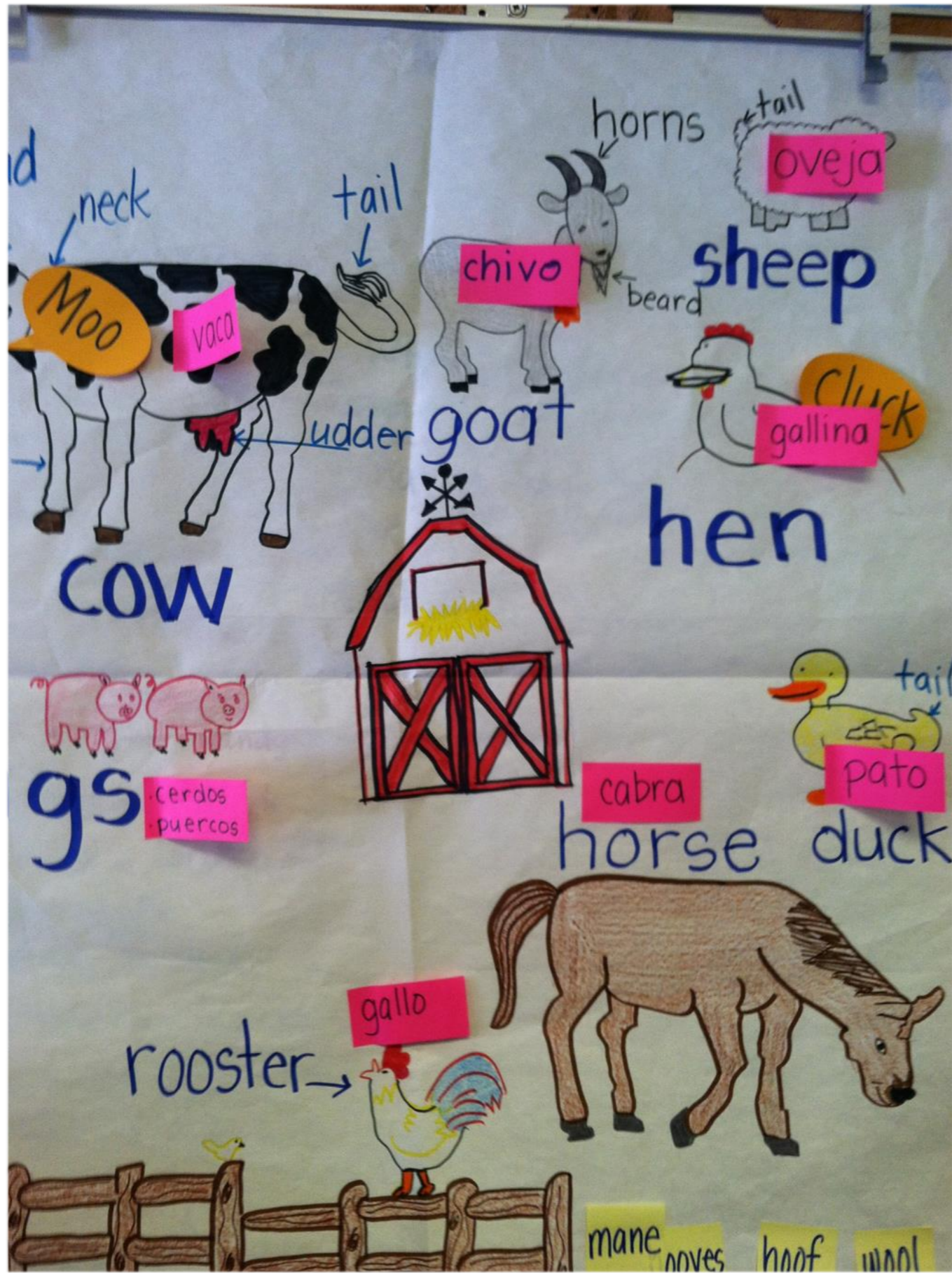


Environmental Supports

physical environment is nurturing and engaging	warm and quiet area	interactive vocabulary displays in all languages
books, artifacts and displays reflect the children's culture	graphic organizers, visuals, photographs	celebrate children's languages
Aesthetically pleasing spaces/walls	color-coded multilingual labels	theme/units involve family & community participation



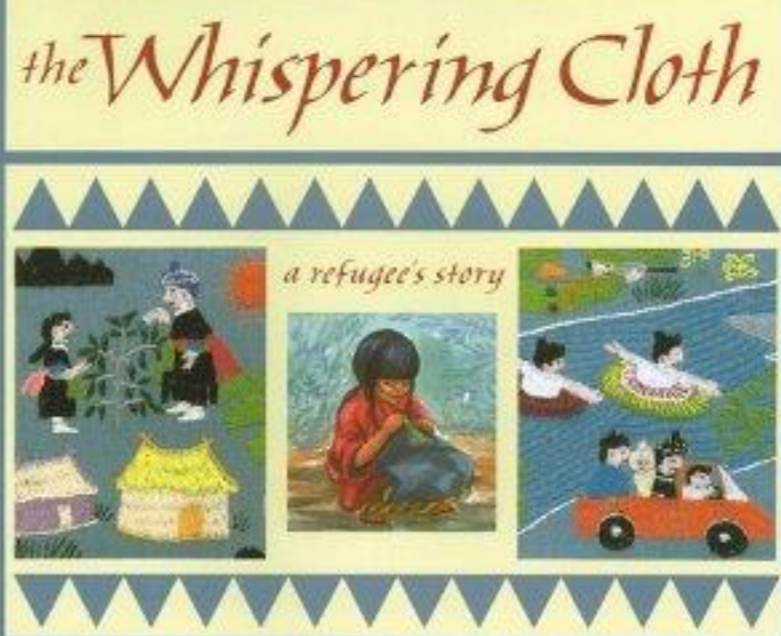
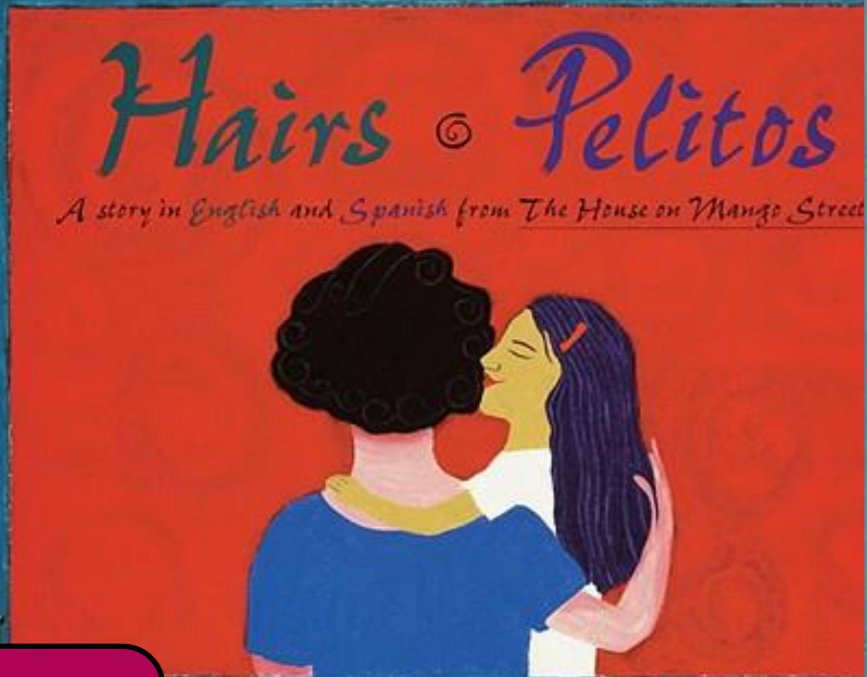
Stretch to Kindergarten at the Family Engagement Institute, Foothill College (2011)



Stretch to Kindergarten at the Family Engagement Institute, Foothill College (2011)



Sandra Cisneros



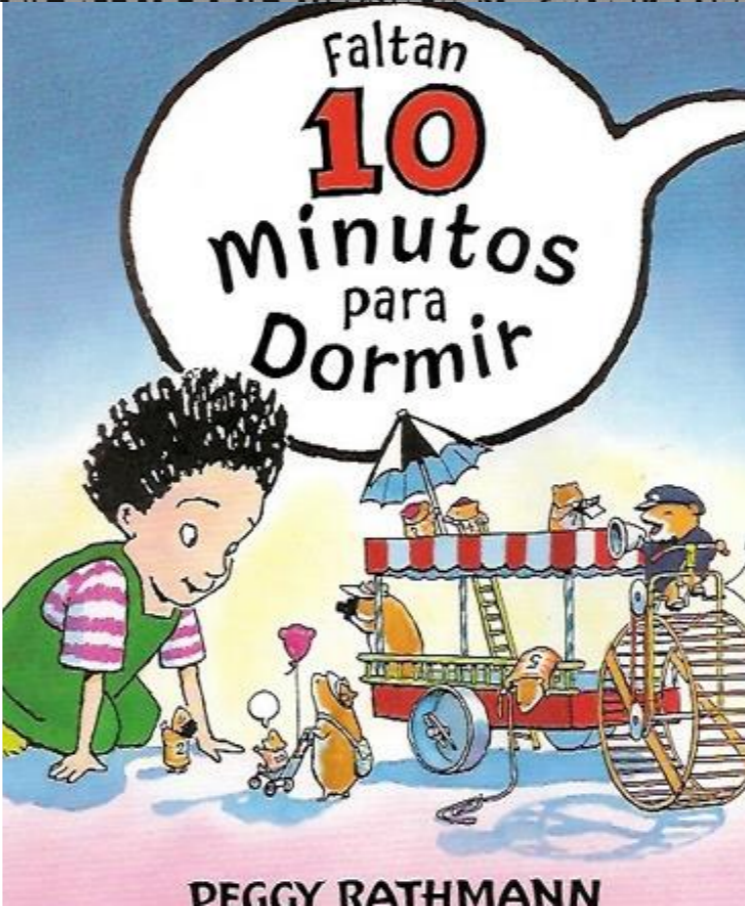
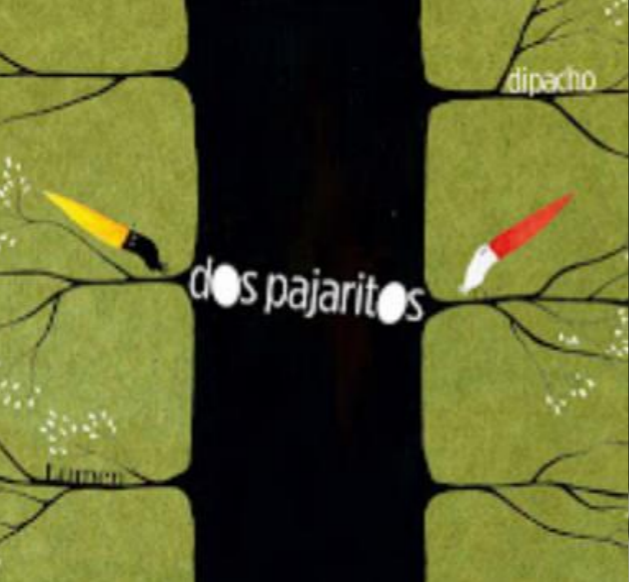
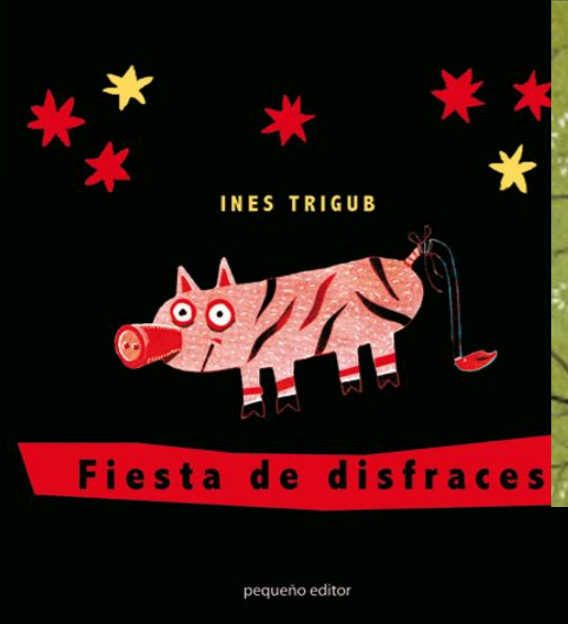
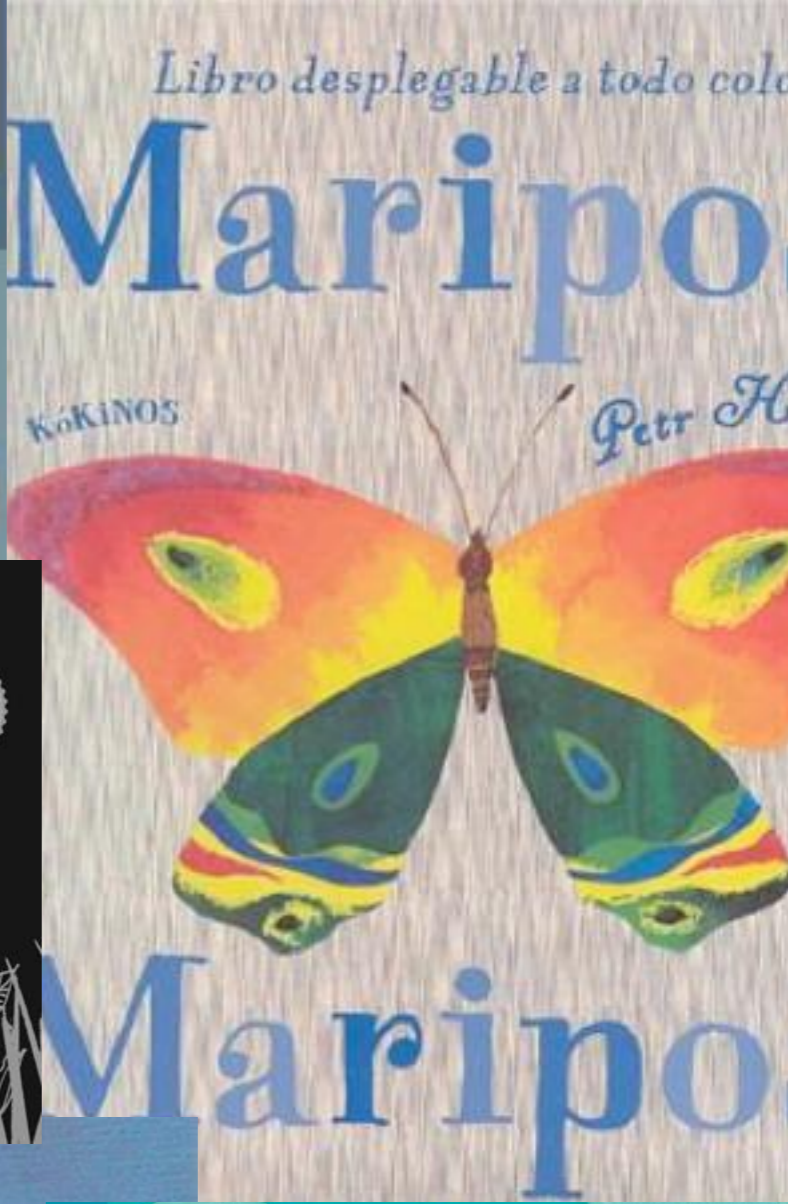
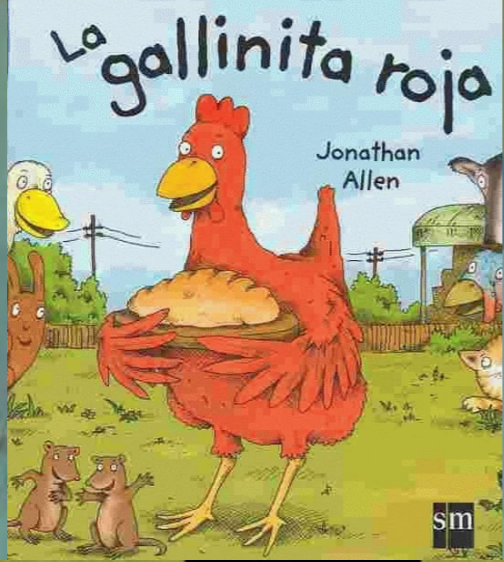
I Am LATINO
The Beauty in Me

Sandra L. Pinkney photographs by Myler C. Pinkney

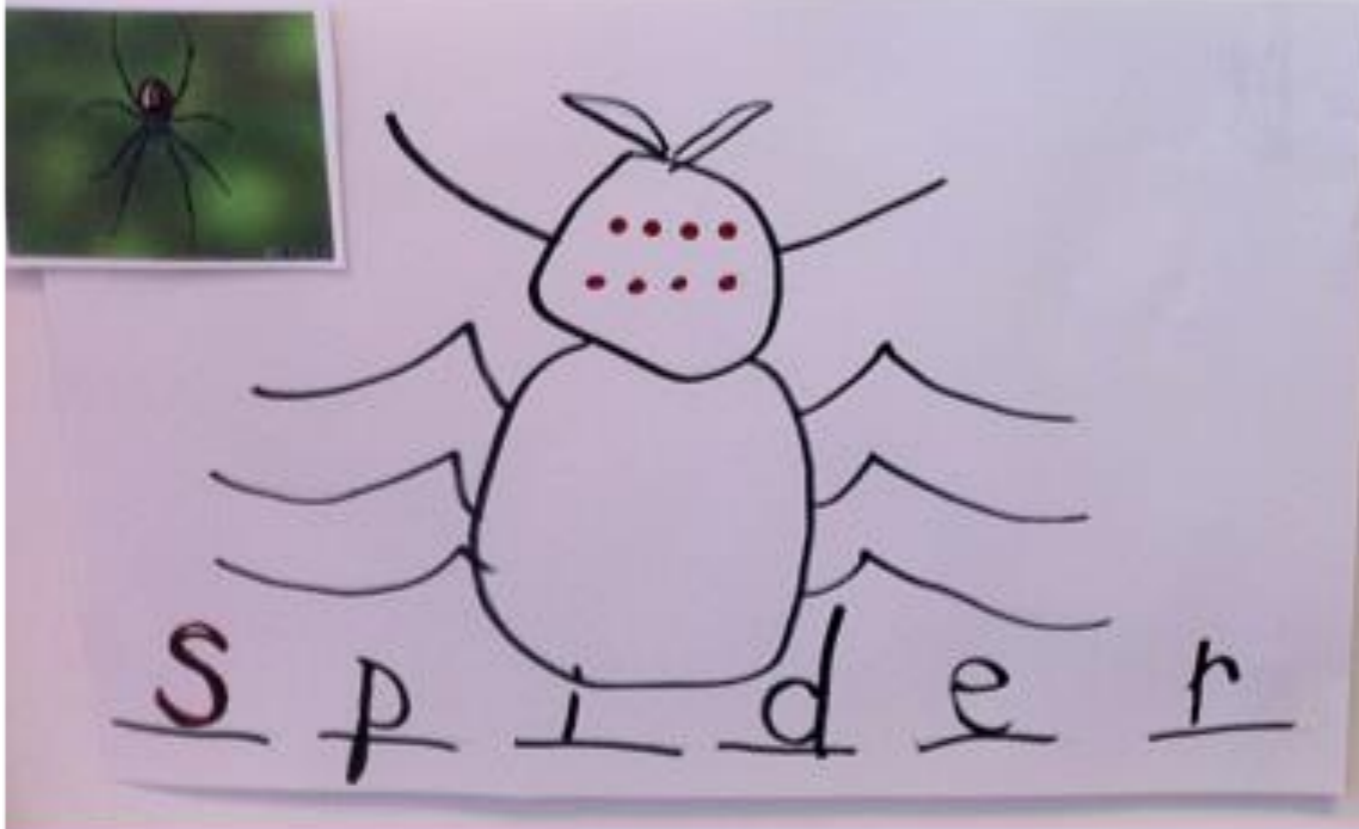
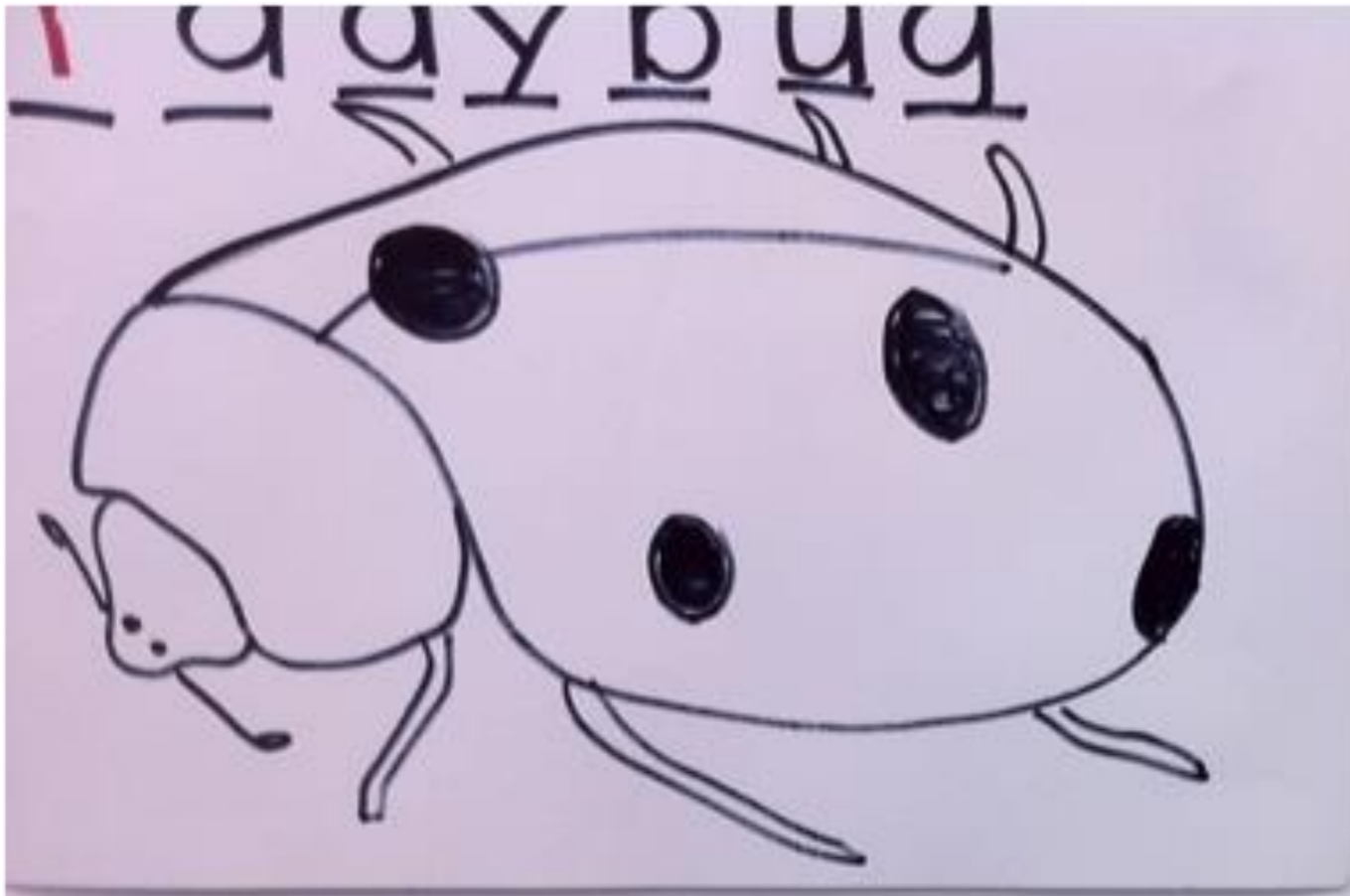
Back

illustrated by Terry Ybáñez

written by Pegi Deitz Shea
illustrated by Anita Riggio
stitched by You Yang



Back



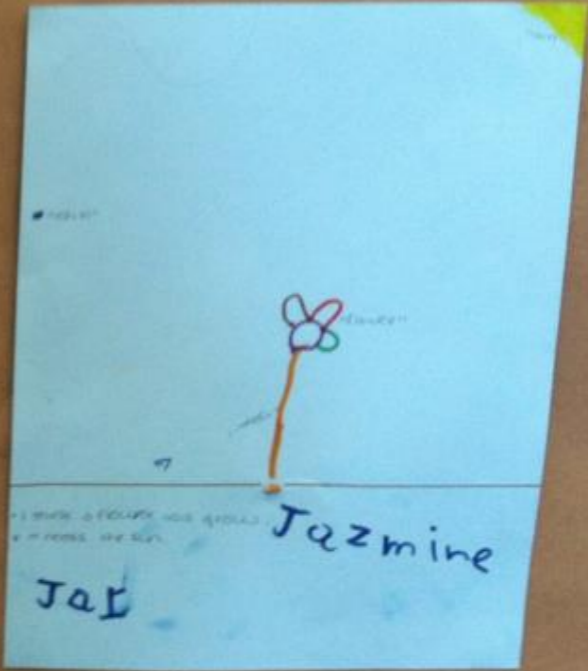
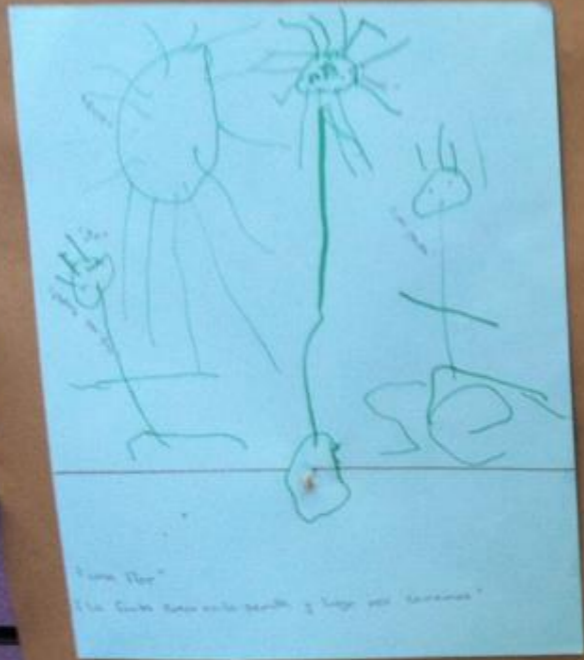
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Ocean Vista, Ocean View School District

seeds grow into...

las semillas cuando crecen se convierten en...



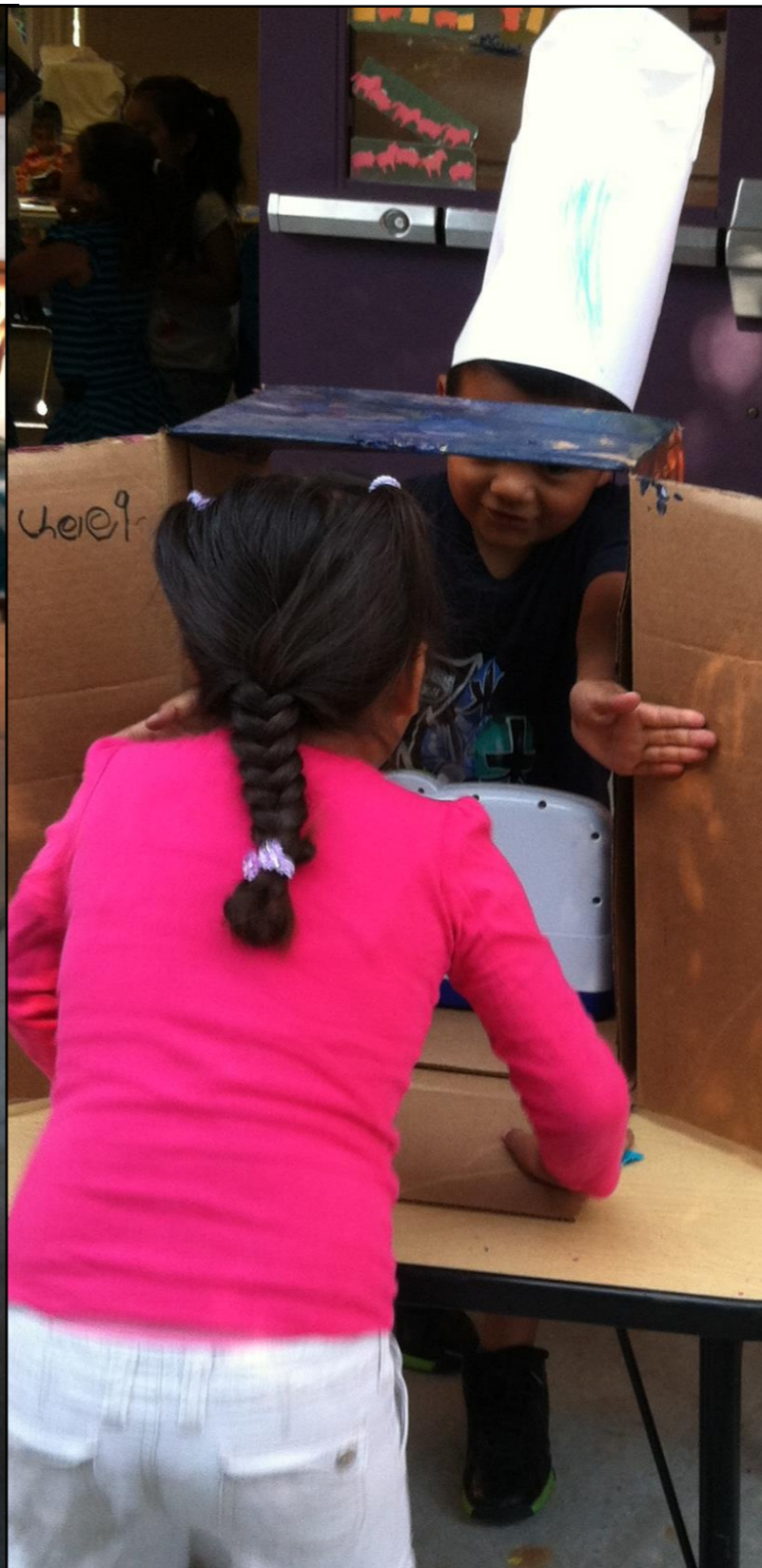
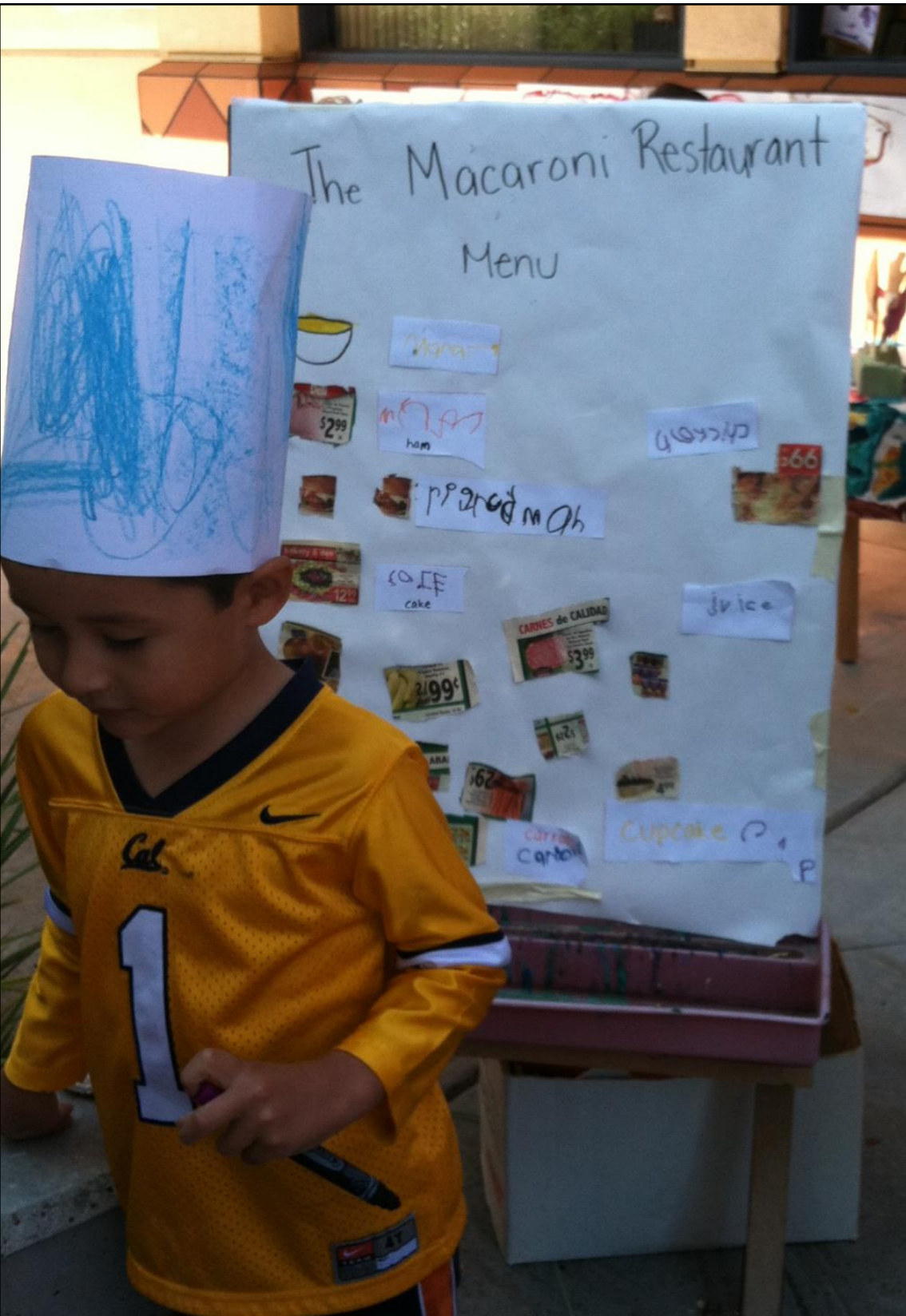
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Instructional Supports

authentic learning: projects/themes/un its	encourage use of home language	academic language: rich, complex and varied in both languages
songs, chants, poems bilingual picture dictionaries	READING CIRCLES to introduce new stories in child' s language	SMALL groups, one-on-one time
words, phrases in all home languages	quality books in family language/s, throughout the centers	facilitate friendships

¡Bienvenidos! Welcome!

Back



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Los Pollitos

pollitos dicen pio, pio, pio

cuando tienen hambre

cuando tienen frío

la gallina busca el maíz y el trigo

les da comida y les presta abrigo

bajo sus dos alas acurrucaditos

hasta el otro día duermen los pollitos

Stretch to Kindergarten at the
Family Engagement Institute,
Foothill College (2011)

WEBSTER'S
SPANISH/ENGLISH
ENGLISH/SPANISH
DICTIONARY

The Little Red Hen

This is the way

I plant the wheat



Plant the wheat

Plant the wheat

This is the way

I plant the wheat

Early in the morning

This is the way

I 

I 

I 

Bac



Community Action
Program of Tulsa,
Head Start, Oklahoma



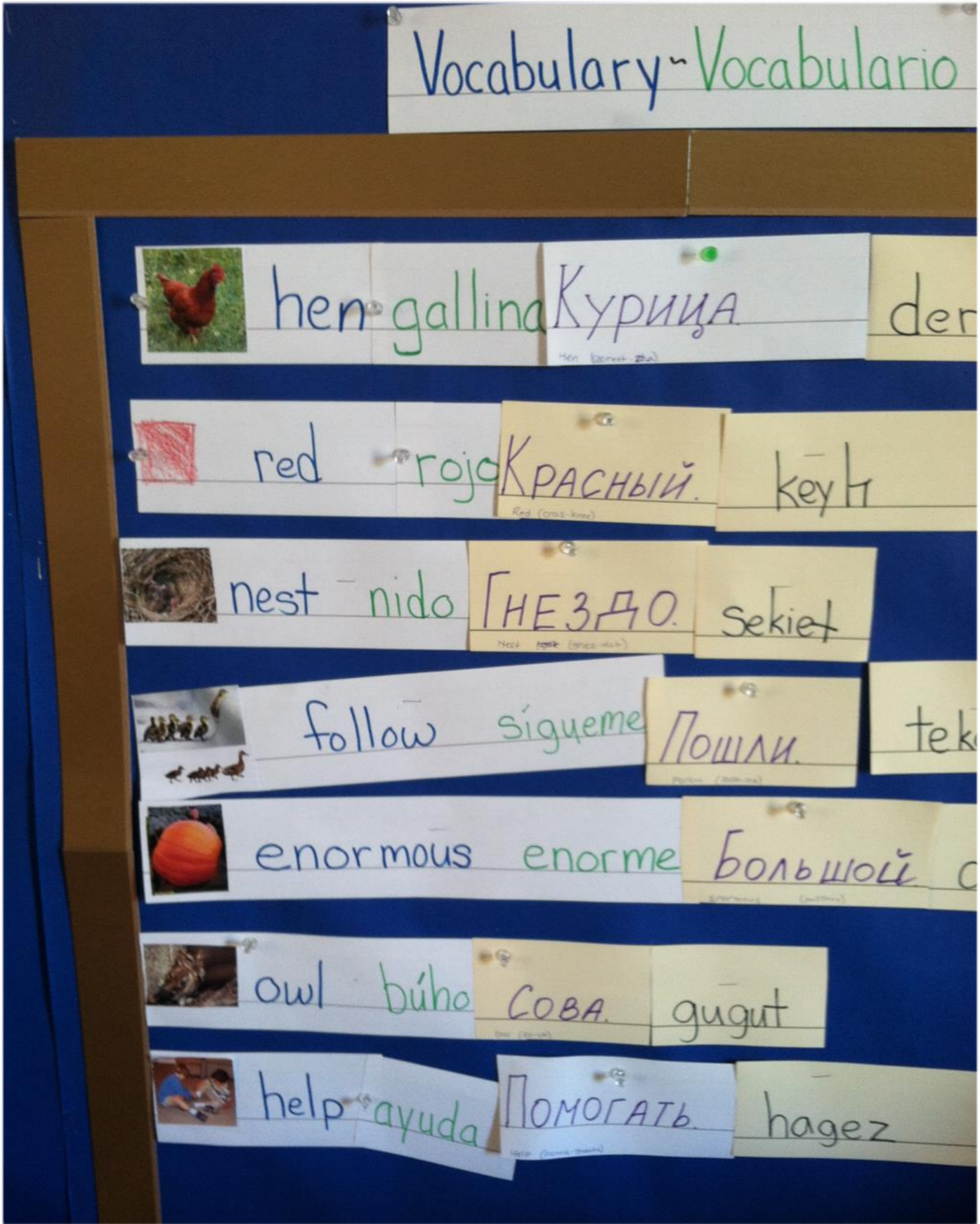
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Center for Cultural & Linguistic Democracy,
Seattle WA



Community Action Program of Tulsa,
Head Start, Oklahoma



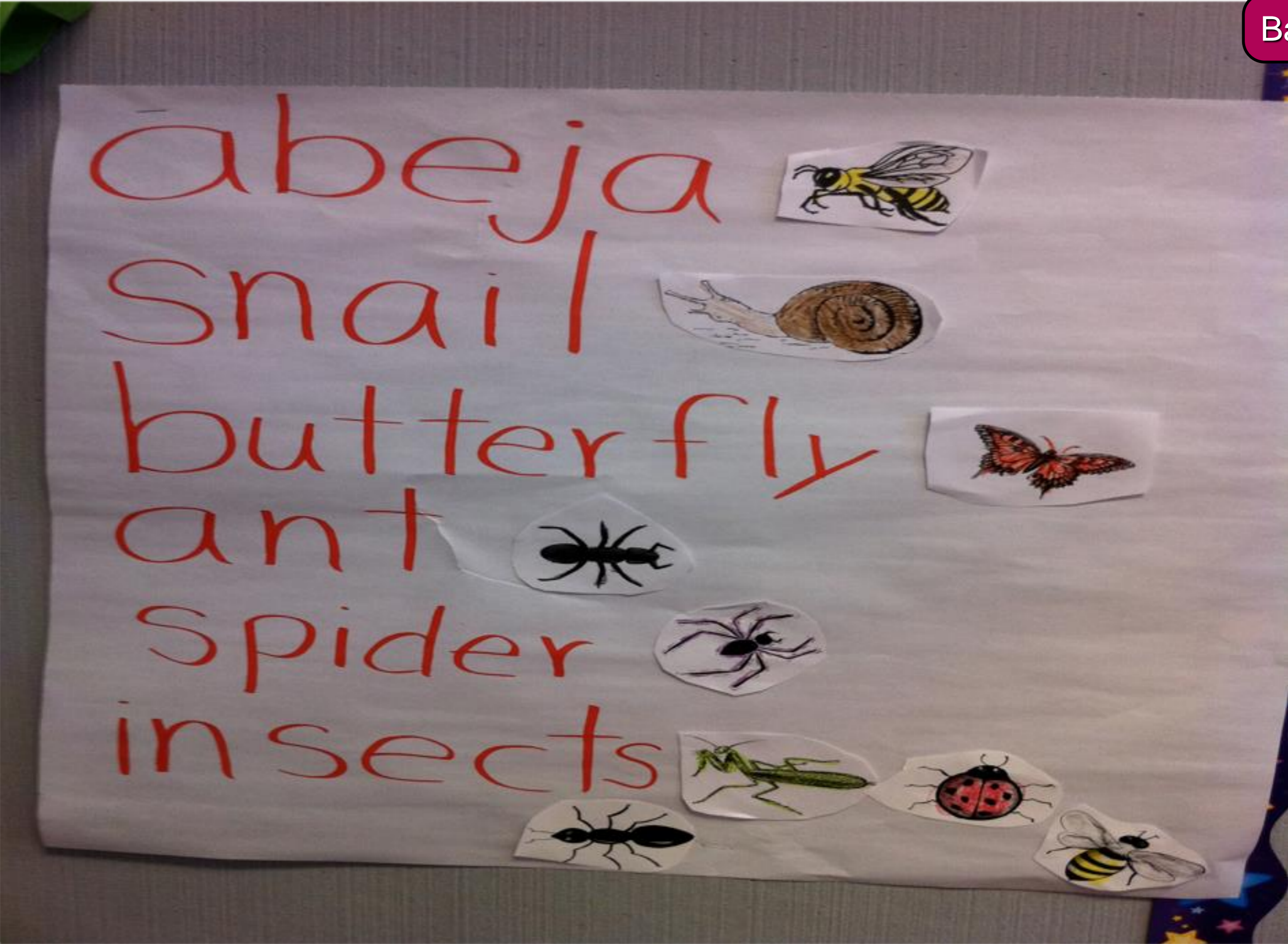
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Oral Language Practice

Dialogic Reading	separation of languages, respect children's choice of language	visuals, gestures, movement, realia
hands-on experiences to explore concepts and vocabulary	discuss differences and similarities between languages, cognates	peer to peer dialogue
expand children's responses and continue dialogue (focus on whole sentences)	activate prior knowledge in child's language	children as storytellers & authors



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Cognados ~ Cognates

· arte 


· art

· planta 


· plant

· música 

· music

· color 

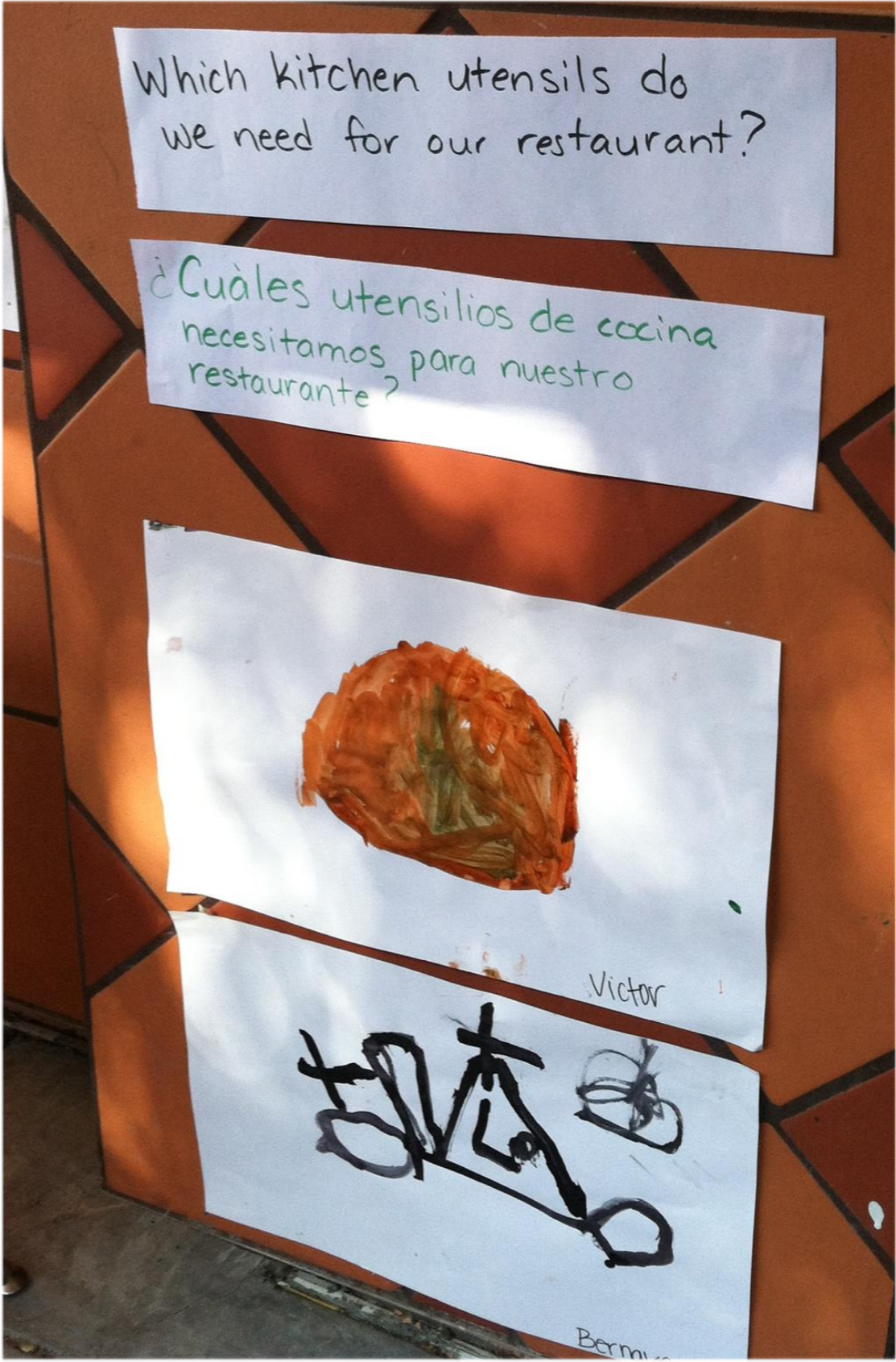
· color

· familia 

· family

· fruta 

· fruit



Stretch to Kindergarten at the Family Engagement Institute, Foothill College (2011)



Dialogic Reading



storywalk + 3 levels	focus on teaching vocabulary of story, 3-4 words at a time	expand children's comments
small groups (3-5 children)	multiple readings of same story, 3-4 times a week	children own and retell the story
story has a plot	mixed language levels	make connections with children's personal experiences

Dialogic Reading with Families

FCAR strategies

F- Follow the child's lead

C- Comment and wait

A- Ask questions and wait

R- Respond by adding a little more

CONCLUDING THOUGHTS



the
of the
matter



the



is
that
language
matters



Sea of Talk

We know all children,
especially those
experiencing poverty, need
communication-rich and
meaningful learning
experiences



Sea of Talk

We know all that

e

e

c

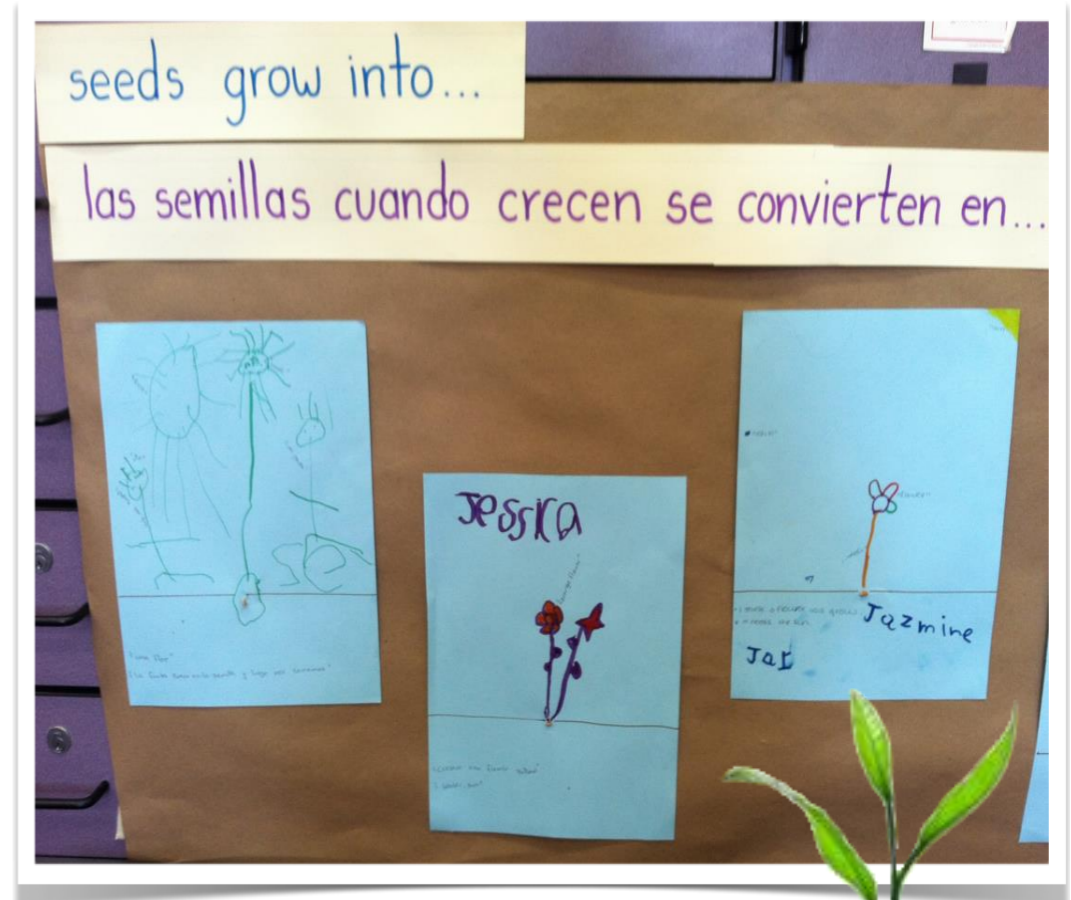
m

ex

what is a
meaningful
experience?



What is meaningful?



What is meaningful?

Number 3



3 **Three** **Teddy bears**

Have a teddy bear tea party. Invite your three favorite stuffed teddy bears or color these and cut them out and bring them to the party.

Ants on a Log

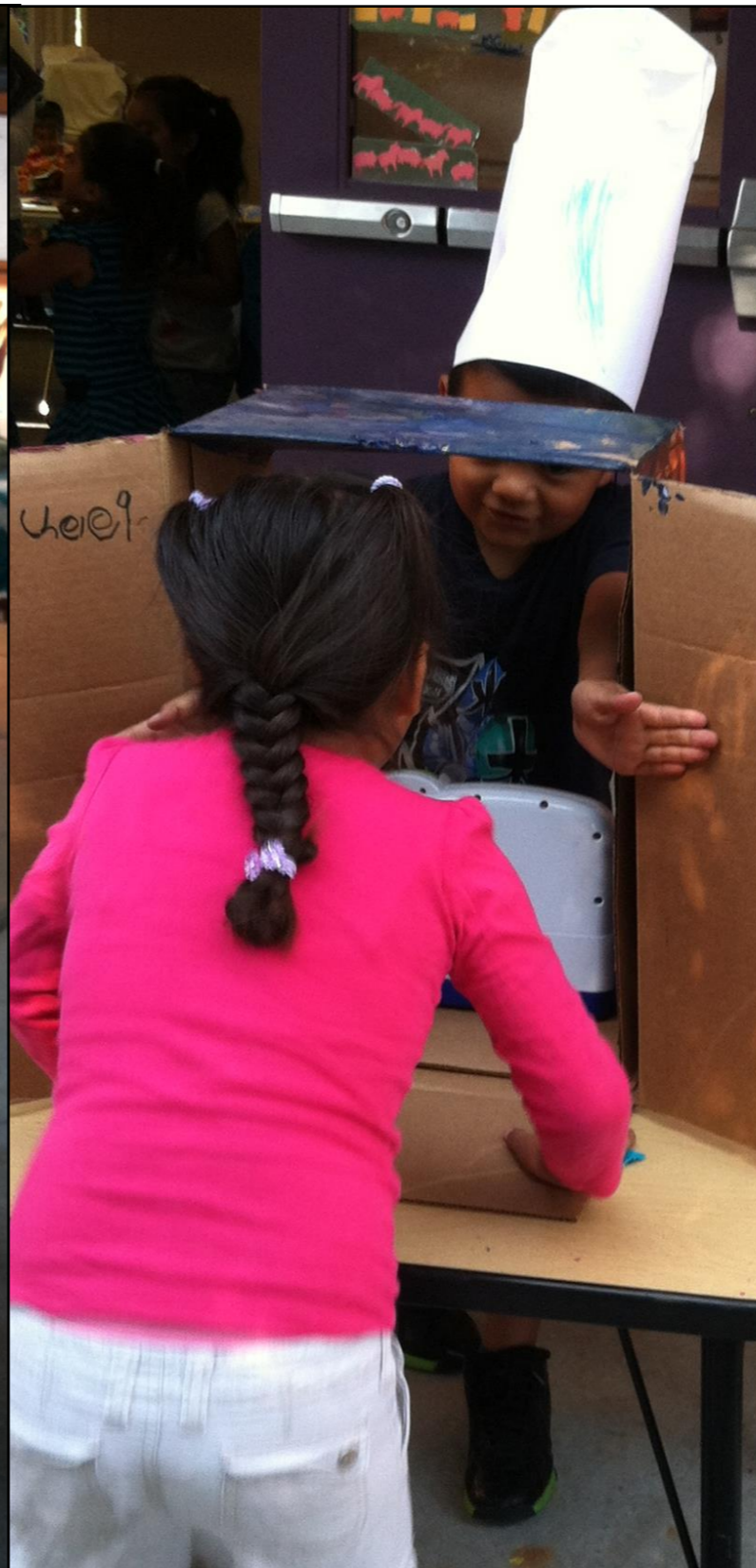
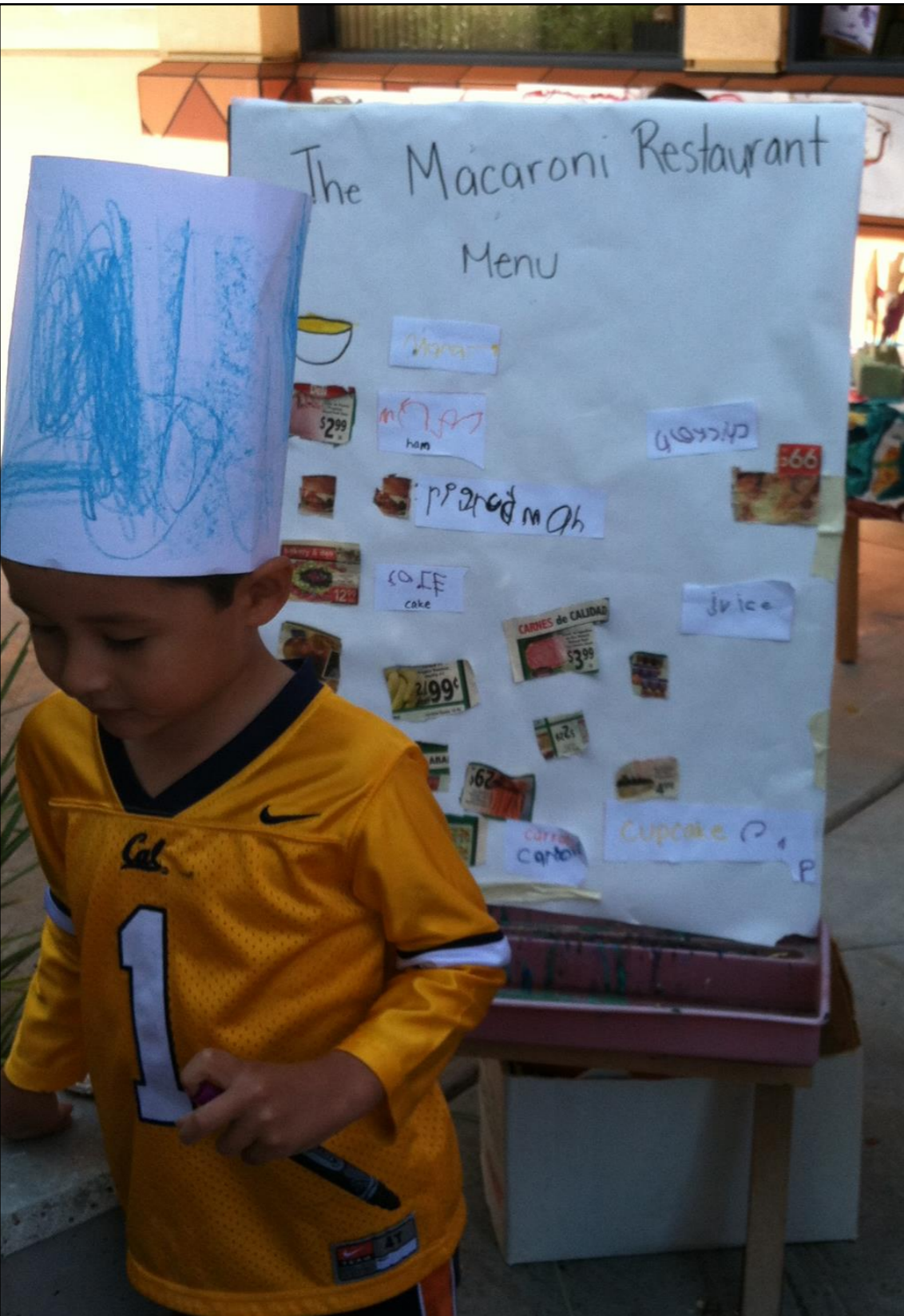


1 celery

1 spoon cream
cheese

3 raisins

¡Bienvenidos! Welcome!



Stretch to Kindergarten at the Family Engagement Institute, Foothill College (2011)

authentic conversations

authentic environments

authentic activities




sample **resources**

Practical knowledge & skills




NCCLR QUICK GUIDE FOR TEACHERS
Selecting Culturally Appropriate Children's Books in Languages Other Than English



Use this Quick Guide to find, select, evaluate, and use books to support language and literacy development in the home languages of young children.

NCCLR QUICK GUIDE FOR TEACHERS
How to Use Bilingual Books



Use this quick guide for practical, manageable ideas on how to use bilingual books in the classroom and at home.

Language at Home and in the Community

For Teachers
Ideas to share with families



Encourage families to use their language with children from birth
 The easiest, most important thing is for parents and family members to use their home language every day. Many families worry that using their home language will confuse their children or make it more difficult for them to learn English. Help parents understand that children can learn more than one language at the same time. In fact, children will have an easier time learning English if they have a strong foundation in their first language.

Keep in mind:
 Share your own that each family's language and culture is a source of pride and strength. Remind them how home language supports their children's growth in many ways and helps them learn English too!

Tell stories and sing songs
 All families have a rich heritage to pass on to their children. Stories, chants, rhymes, poems, sayings, and songs are an important part of each family's culture. Encourage families to share these with their children and to have fun doing it!

Share books and stories
 Many families worry that reading and telling their stories in their home language will make it harder for their children to read in English—but the opposite is true! Encourage families to read and tell stories in their home language. Explain that telling stories and reading in their home language teaches children words and ideas they will easily transfer into English.

Encourage families to talk about their traditions and culture
 Provide opportunities for families to visit your classroom and talk about

Keep in mind:
 Families help their young children develop reading and vocabulary skills when they look at books together and talk about the pictures. It is not necessary to be a good reader to share books and stories with young

Family and Community Language



The Benefits of Being Bilingual

Head Start currently serves more than 300,000 children who are dual language learners (DLLs) in 87.4 percent of its classrooms (Office of Head Start, 2011). This document lists some reasons bilingualism is an asset to individuals, families, and our entire society. Head Start staff can share the benefits of bilingualism with families, find ways to support children's home languages, and encourage families to keep their language strong.



Benefits: An Overview

Cognitive

Individuals who are bilingual switch between two different language systems. Their brains are very active and flexible (Zelazo and Anderson, 2008). Research also shows that bilingual people have an extra step:

- understanding math concepts and solving word problems more easily (Zelazo and Anderson, 2008);
- developing strong thinking skills (Krohn and Ogata, 1984);
- using logic (Bialystok and Majumdar, as cited in Carter, Asanbeky, & Kopyrak, 2011);
- focusing, remembering, and making decisions (Bialystok, 2001);
- thinking about language (Carter et al., 2011); and
- knowing other languages (Jones, 2009).

In addition, research indicates that bilingualism may delay the onset of Alzheimer's disease (Dorika, 2011).



Social-Emotional

Becoming bilingual supports children to maintain strong ties with their:

- entire family;
- culture; and
- community.

All of these are key parts of children's developing identity (Zelazo and Anderson, 2008). Bilingual children are also able to make new friends and create strong relationships in their second language—an important personal skill in our increasingly diverse society.

Finally, recent research has also found that children raised in bilingual households have better self-control (Kovacs and Miller, 2009), which is a key indicator of school success.



Language at Home and in the Community

For Families

Here are eight things you can do every day to help your child learn your family's language and become successful in school!



Use your language at home

The easiest, most important step is to use your home language every day. Many families worry that using their home language will confuse their children. Actually, children can easily learn several languages at the same time. They learn an easier time learning English when they have a strong foundation in their first language.

Tell stories and sing songs

Your family has a rich heritage to pass on to your children. Stories, rhymes, stories, poems, songs, and songs from your childhood are an important part of their heritage. Share these with your children and have fun!



Tell stories and share books together

Reading together is a critical part of your children's early learning. Children learn more skills they will need in school when they listen to stories and look at books with their family. It's also a lot of fun!

Check out materials in your language from the library

Look for books, DVDs, and music in your language. If they don't have what you want, ask the library staff to help you find what you need.

Talk about your traditions and culture

Visit your child's classroom and share your language, culture and traditions. Share family stories and songs and encourage your child to tell family stories and share your family's heritage with others. Share songs and games from your culture with your child's classroom and teachers.

Young Dual Language Learners: Gathering Background Information

Considerations	Possible Questions to Ask Parents and Families
Language background: one, two, or more	What language(s) does your family speak? How much experience (experience) has your child had with these languages? Is your child growing up with two languages? If so, what are the languages? Can you tell me about your child's use of English (if at all)?
Dual language development: simultaneous or sequential	Did your child grow up with two languages from birth (simultaneous)? Did your child grow up with one language from birth, and then learn a second language after the age of two (sequential)? How old was s/he when the second language was introduced? About how much time does your child spend using the home language (speaking, listening, comprehending)? About how much time does your child spend using English (speaking, listening, comprehending)?
Language dominance	Does your child use one of his/her languages more often than the other? When your child wants to communicate, which language does he/she use?
Home language experiences	Who are the people in your child's life who speak the home language to him/her? What are some experiences or activities your child has using language? (e.g., cooking with grandmother each evening in Chinese, doing weekend chores with father in Spanish) What experiences with early-reading and writing has your child had in his/her home language?
English language experiences	Who are the people in your child's life who speak English to him/her? (e.g., cooking with grandmother once a week, doing weekend chores with father) What experiences with early-reading and writing has your child had in English?
Individual characteristics of the child	What are your child's interests and favorite activities? <ul style="list-style-type: none"> • Are there toys or things that your child especially likes to play with? • Are there pretend play activities that your child likes? • What does your child like to talk about? • What does your child like to learn about? • Can you give examples of experiences from the past that your child can recall and talk about?

The Gift of Language

For Families

Language is one of the most important gifts you give your child. But how do you give it? The answer is simple. Speak your language with your child at home every day!



Why is home language important?

The language you speak with your children is the first language they will learn. It is their first connection to you, to the rest of their family, and to their culture and community. It is the language they first use to learn about the world around them. It is the language that helps them get "set for life"—and you are a central part of that process! This is one of the many ways parents are their children's first teachers.

What are the benefits of using your home language?

Using your home language connects your children to your family. It also provides a connection to your important cultural traditions, and to friends and neighbors who speak the same language. Using your home language allows you to teach your children, and to learn new things together. You can talk about new experiences and words, you can practice letters and numbers. All of these things are an important part of your children's early learning—and it will be easier and more fun for you if you do it in your most comfortable language.

But what about English?

Children living in the United States need English to succeed in school and in life. Fortunately, young children can easily become bilingual. A person who speaks more than one language well has more opportunities to study, travel, and work—both in the United States and around the world. Being bilingual also helps children build stronger thinking skills.

If I speak some English, should I use it at home?

You should speak the language you are most comfortable using. If your home language is stronger than your English, then you should use your home language with your children to build strong language skills.

ON MYTHS & MISCONCEPTIONS

GUAL CHILDREN

BY BARBARA ZURER PEARSON

Child, by Barbara Zurer Pearson, Phd., p.300

These are 12 myths & misconceptions...

1. Bilingual children start to speak later than monolinguals.

myth

3. Young children soak up languages like sponges.

myth

2. Bilinguals start out school behind monolinguals and they never catch up.

myth

6. If bilinguals score lower on standardized tests, it shows they have lower aptitude than the average monolingual child.

4. Bilinguals are just like two monolinguals in one person.

myth

5. You have to be gifted in languages in order to learn two languages at once.

myth

myth

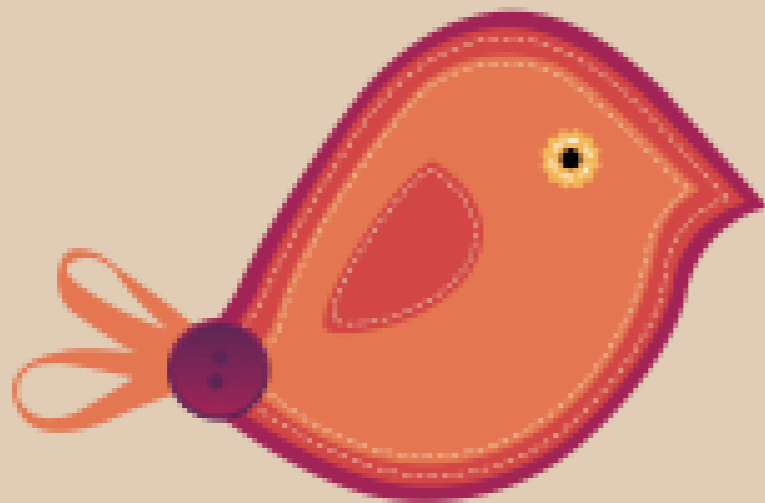
7. Latino immigrants in the U.S. resist learning English and want everyone to learn to speak Spanish.

myth

8. Some languages are more primitive than others and are therefore easier to learn. The reason so many people can speak English is that English has less grammar than other languages.

myth

let's ask questions!



THANK YOU

GRACIAS

ARIGATO

SHUKURIA

JUSPAXAR

SHUKRIA

BIYAN

TASHAKKUR ATU

YAQHANYELAY

SUKSAMA

MADEEJA

MAITEKA

EKHMET

GRAZIE

MEHRBANI

PALDIES

BOLZİN

MERCI

GOZAIMASHITA

EFCHARISTO

KOMAPSUMNIDA

MAAKE

ATTO

AMWA

MADEEJA

MAITEKA

SPASIBO

DENKAUJA

NENACHALNYA

UNALCHEESH

SKOMO

MINMONCHAR

DANKSCHEEN

SPASSIBO

SNACHALNYA

NOICHN

CHALTU

YUSPACARATAM

HRH

HATUR SI

MAKETAZ

TINGKI

BAIKA

TAVYAPUCH

MEDAKAGSE

SANCO

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