

Extreme Hygiene 2020:
 Designing Covid19 Routines that Allow
 DLL Students to Participate and
 Advance Language Learning

Planning Routines with Real Life Activities Using Research Based
 POLL Strategies for Dual Language Learning

1

RIGHT Children from Diverse Backgrounds
 Applying Research to Improve Practice with a Focus on Dual Language Learners

Chapter 4 Practical and Proven Strategies for Teaching Young Dual Language Learners

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In addition, young DLLs need to learn basic language and literacy skills in a new language.

2

What are Best Practices when Teaching Young Dual Language Learners?

- For many years, our profession has suffered from the lack of "procedural knowledge" on best practices for young DLLs.
- The goal of this chapter is to fill that gap and present specific, practical strategies that all early childhood education (ECE) teachers, curriculum supervisors, and related staff can implement.

3

INTRODUCTION TO BACKGROUND KNOWLEDGE

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/dtl-pia-background-knowledge.pdf>

- Background knowledge is the information that children learn and store in their memories—including information about themselves, other people, objects, and the world around them.
- This includes the beliefs, values, rules, and expectations in children's cultures, environments, and languages.
- Even very young children begin to understand the routines of their lives and the words people say to them.
- They learn when and how to eat, play, walk, run.
- They also learn how people interact with one another, what people wear, and what different objects are called and how we use them in our languages.
- Children use this background knowledge as they begin to talk, write, and use books and other print materials.
- Children may develop this knowledge in one or more languages and can transfer it from one language to another.
- As children grow and have meaningful interactions with new people in new environments, and in new languages, they build on **this prior knowledge**.

4

GlasSliper.com

SLIPER: Second Language Immersion Programs through Early Relationships



- To view handouts and more resources, go to website **GlasSliper.com**
- SLIPER provides the procedural knowledge of how to design every day activities using child sized tools.
- The adult models the real-life actions that are part of children's previous experience and builds on their basic knowledge of language and culture.
- Children are eager to imitate and then communicate in the language offered by the adult.
- The teacher uses parallel and self talk to describe actions and words while the child develops receptive language skills in the second language.
- When the child is ready to use expressive language, they have the concrete experience and objects for reference.

5

The Significance of the Real Life Activities

- The significance of Real Life is that it is made up of all the actions that human beings carry out for their survival.
- These activities involve taking care of our personal needs and maintaining our environment.
- In every culture there are different social customs and rituals which determine the characteristics of the process and materials used for each specific purpose.
- For example, in Mexico, mopping the floor is done with a jerga which is a scrub cloth placed in a clip or over the brush head.

6

Brooms Around the World



7

Washing Clothes Across Time



8

Cleaning Traditions in Many Cultures



9

Vocabulary for Objects and Actions of Each Tool

Tools You Need to Clean

Mop	Bucket	Broom	Cleaning Cloths
Chlorine Bleach	Paper Towels	Furniture Polish	Sponge
Hydrogen Peroxide	Floor Cleaner	Stiff Brush	Long Handled Toilet Brush

Cleaning Supplies

10

Washing Objects: vocabulary & actions



A collection of items for washing, including a yellow bucket, a white plate with a cup, a yellow cloth, a patterned cloth, a small bowl, and a brush, arranged on a wooden surface.

Stored set up



A stored set up for washing, showing a yellow bucket, a white plate with a cup, a yellow cloth, a patterned cloth, a small bowl, and a brush, arranged on a wooden surface.

Bowl, pitcher, tray, scrub brush, soap, towel, underlay, placemat, bucket, sponge cloth, apron, water, pour, carry, scrub, wipe up, dry, rinse, dump.....

11

11

Cooking Tools: Emeril Lagasse

12

COMMUNITY



Everyday we carry out routine activities.

Some we do for ourselves, such as bathing and grooming, while some we do for the rest of our family or the community.

These activities should be offered to the young child.

We want to collaborate with the child until he can do it independently.

13

MODEL BEHAVIORS FROM THE HOME



Just as the child effortlessly learns language, so he takes in Real Life routines performed in his environment.

As soon as a child is able to sit up and crawl, they reach for the tools they can find in their surroundings.

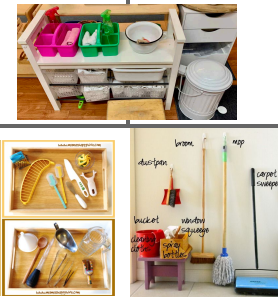
There is a strong urge in the child to participate and be a contributing member of the family.

Even before the child can talk, they will make the effort to model the behaviors they observe in the home.

14

CHILD SIZED MATERIAL

- By reducing the size of cleaning materials children can accomplish many tasks efficiently.
- Adults too often complete routines thinking this is the role of a caregiver.
- Adults can give the child tools to care for themselves and others by removing obstacles (size/safety) and modeling how to use these tools.



15

INDIRECT PREPARATION

Imitation Allows Us To Adapt To Our Environment

Is Scaffolding



In the educational field, nature herself teaches that imitation requires preparation.

The first efforts the child makes are not aimed at imitating, but at forming in himself the capacity to imitate; they are aimed at changing himself into the thing desired.

This shows the universal importance of indirect preparation.

Nature gives us not merely the power to imitate, but also the power to transform ourselves, to become what the example typifies.

And if, as educators, we believe we can help the child's life-powers to achieve their ends, then it is important for us to know at what point our help can be usefully given. (AM:clio:146)

16

TOOLS AND TASKS

- At a very early age an infant sees the performing of daily activities and by whom.
- By the time the child is 1.5 years old, he associates the tool with each person and for each activity.
- THINK ABOUT THE ACTIVITIES IN THE HOME YOU ASSOCIATE WITH YOUR PARENTS(S). WHAT DUTIES DID YOU HAVE AS A CHILD?
- IS THERE A FAVORITE TASK YOU CAN REMEMBER?



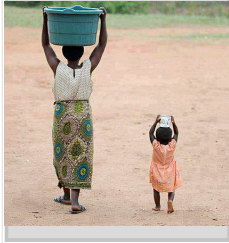


17



18

PARTICIPATION




There comes a point where the child wants to participate.

The urge arises when the hands are free to work.

At this time we involve them in a collaborative fashion, not an exercise on the shelf, but an extra cloth to participate in the process.

We want to give the child reality.

Give the child a firm foundation in the real and the everyday.

It is a great sense of satisfaction coming from participation, doing a job well and being part of a group.

This reinforces the child's self-esteem.

19

INTERNAL ORDER



- Routines have the appeal of the sense of order and the possibility of repetition.
- The child absorbs the order, how the materials are used, and the sequence of movements to carry out the task.
- This leads to an internal order.

20



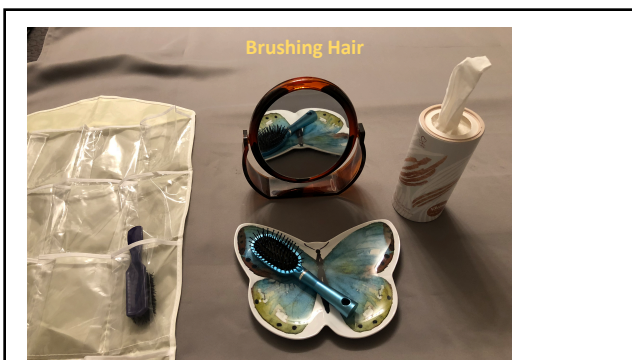
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25
