

## **DLL Strategies**

### *Effective teaching practices for young dual language learners*

- Come down to children's level and maintain eye contact
- Discuss lives outside of school
- Talk frequently with families
- Utilize a welcome chart to move names from home to school
- Welcome families in home languages
- Place photos of children with their families in the environment
- Offer family pictures as emotional supports and anchors for children
- Facilitate problem solving to support children emotionally
- Model empathy and provide language of empathy (I can tell you look sad)
- Create picture supports for emotions to help children express feelings
- Strategically pair off children to support each other
- Model language in response to non-verbal actions
- Accept and validate home languages and provide additional language through modeling
- Offer language and common phrases (One please, let's play, is it my turn?)
- Utilize peer support to increase participation (kids helping other kids)
- Offer help if child would like help
- Provide individualized support and attention
- Allow free exploration and time for children to choose activities
- Add materials intentionally to interest areas
- Utilize a picture-based system for making choices
- Maintain student-centered focus, follow children's lead and incorporate their ideas
- Invite children to give instructions
- Invite children to be guest reader
- Allow students to lead part of circle time (welcome song, matching pictures to books)
- Read back to child what you wrote they said and ask them to verify it is correct
- Encourage children to communicate in whatever language is most comfortable; accept and validate all contributions
- Plan some tasks that are non-language-dependent
- Utilize routine supports such as charts and schedules
- Scaffold steps of routines with visuals
- Provide clear instructions for transitions

Integrate learning opportunities within transitions

Bring real life experiences into the classroom environment

Use a variety of different modalities and materials for instruction

Reflect on learning experiences through shared writing activities

Expand student involvement through questioning

Preview, reorient and review learning with summary statements of learning objectives

Use real objects to explain concepts

Create social stories about children (identity texts) to reinforce routines

Provide opportunities for hands-on exploration

Construct and refer to concept webs to make connections

Display pictures of children engaged in the study in the classroom

Integrate previous knowledge and make connections

Engage the whole body in learning

Use gestures to make instruction more clear

Use how and why questions to encourage analysis, problem solving, prediction, classification and evaluation

Provide a picture based letter home explaining the study

Invite families to bring in materials related to the class' study

Use sentence frames to structure discussions

Refer to pictures and visuals to guide discussions

Offer hints

Provide specific feedback and additional information

Use real materials to encourage conversation

Engage in informal conversations

Repeat children's language and ask follow-up questions

Offer possible options to answer a question

Extend lesson plans beyond the lesson by helping children connect experience to his/her real life

Ask children to explain why something happened, will happen or why something is the way it is

Ask children to describe what might happen next

Help a child produce a correct answer through completing a task with a teacher or peer

Help a child complete a task by reducing the number of possible answers

Prompt a child to produce a correct answer by providing language for the child to repeat

Explain and clarify as needed in home language

Point out cognates between English and home language

Read the same book in Spanish and English and bridge vocabulary

Teach songs in English and all home languages in the classroom

Use real objects to map new vocabulary and concepts

Structure activities that incorporate time for children to verbally interact with each other to clarify and construct meaning

Repeat words and directions frequently and explicitly throughout the day, calling attention to their sounds and meanings

Select anchor texts, picture books that intentionally foster vocabulary and concept development

Repeat what children say and extend

Use common phrases attached to routines of the day

Use pictures to help children think and talk about what they are doing and learning

Model whatever you are asking children to do or say

Use gestures to illustrate meaning of vocabulary

Use self and parallel talk

Ask an open-ended question of the day related to the study or read-aloud

Explain/describe classroom rules and procedures using gestures and modeling and props.

Provide clear, visual behavior expectations and redirect with gestures and picture supports