

# Unit 5 – English-Language Development

## Key Topic 2: Getting to Know Environments and Materials That Support English-Language Development



### Focus Statement

As students are introduced to the English-language development guiding principles and the recommended environments and materials for this domain, they are provided with opportunities to understand how practice can support principles.

### Before You Start

Assign pages 180-183 of the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) to be read before coming to class. This will introduce students to the domain guiding principles and environments and materials.

The following exercise provides an opportunity for students to understand how practice can support principles.

### Information Delivery

The following content from PCF, V1 is referenced in this key topic and may be delivered through lectures and/or assigned readings.

- Environments and Materials (PCF, V1, pp. 181-183)
- Domain Guiding Principles (PCF, V1, pp. 180-181)

### Active Learning



Slides 2-5

#### Getting it started

Divide students into pairs. Give each pair one or two of the 10 domain guiding principles on pages 180-181 of the PCF, V1. Have them determine which of the seven recommended environments and materials on pages 181 -183 of the PCF, V1 would support the domain principles they are given.

Ask them to consider which of these environments and materials support the domain guiding principles. For example, which of the seven environments and materials would support “Families matter”? Another way

to approach this is to ask, “If you want to be sure that families matter in your program, which environments and materials would you want to be sure to include?”

Handout 1, following this key topic, contains a grid that will allow students to link these domain guiding principles with environments and materials.

### **Keeping it going**

If you have a small group and have done this work in pairs, students could share their findings by having one of each pair stay in place and the other one circulate. Circulating students could keep moving until they have met with each stationary student. In this way, one student of each pair would have a chance to meet with one student from every other pair and discuss each of the domain guiding principles.

Another option, which might be preferable if you have a larger group, would be to label one chart paper with each domain guiding principle and have students write out the environments and materials that support the domain principles under the appropriate principle.

Give students a chance to do a walk-about to see what is listed. These can be collected, recorded, and distributed for future reference for students.

### **Taking it further**

The seven recommendations regarding environments and materials could also be reviewed in terms of how they support the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 1*. The eight overarching principles can be found on pages 5-8 of the PCF, V1. The same process as described in the “Getting it started” segment can be used to see how decisions regarding environments and materials can support the playing out of these principles in practice, as well.

## Reflection



Slide 6

The following questions are offered for reflection and can be done as a journaling exercise or as a class discussion:

- What new insights emerged as you went through this exercise?
- How might these insights affect your work with young children now or in the future?

## Deeper Understanding



Slides 7-8

Appendix A (p. 93) of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* (PEL Resource Guide) lists 10 principles. These principles, Principles for Promoting Language, Literacy, and Learning for Preschool English Learners, are included throughout the PEL Resource Guide, Second Edition. Ask students to compare and contrast these PEL Resource Guide principles with the guiding principles of the English-language development domain of the *California Preschool Curriculum Framework, Volume 1*:

- Where are they similar?
- Where are they different?
- What is in one that is not in the other? What might account for that?
- How could these principles be used to guide curriculum planning?

**English-Language Development Domain  
Linking Guiding Principles With Environments And Materials**

Environments and Materials →	↓ Guiding Principles									
Families matter		Provide safe havens where the child does not have to speak to anyone.	Establish consistent classroom routines and procedures.	Provide space in the classroom environment for children to interact in small groups and one-on-one.	Provide space where teachers and other adults can interact individually and in small groups with children who are learning English.	Provide linguistically and culturally appropriate materials.	Make clear signs and explicit picture cues for interest areas.	Make use of computers to introduce and reinforce content of activities.		
Recognize existing language and literacy strengths in the home language										
Respect cultural values and behaviors reflected in the child's language and communication										
Allow the child use of the home language to have immediate access to the entire curriculum, concept development, and high levels of interaction										
Support English-language development across all domains										
Use language as a meaningful tool to communicate										
Make children's learning interesting and fun for English learners										
Give preschool English learners time										
Allow for children's voluntary participation										

**English-Language Development:**  
**Handout 1 – Getting to Know Environments and Materials That Support English-Language Development**