

# Scaffolding Play for English Language Learners

Sharing a Vision Conference

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# Agenda

- I. Why make-believe play
- II. Dual language development
- III. Levels of play
- IV. Planning instructional scaffolds
- V. Implications

# Foundational Skills

- Self regulation
- Working memory
- Cognitive flexibility
- Social/cultural skills
- Oral language

# The Problem

Less opportunity to develop foundational skills

More need for 'interventions' later

# Funds of Knowledge-Moll

"We believe that a meaning-centered model allows bilingual students to take full advantage of their first language abilities, and to surpass the limits set by their more limited knowledge of their second language."

# Ask.....In Play Opportunities

- How well does my classroom link child learning to families and communities?
- How do I tap into each child's "funds of knowledge"?
- In what ways do I affirm a child's home language, while linking it to standard English?

# Early English Language Development Performance Definitions - **Receptive Language**

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

		Language Criteria	Ages 2.5-3.5 Years (30-42 mos.)	Ages 3.5-4.5 Years (43-54 mos.)
<div>HOME LANGUAGE</div> <div>At all levels of language acquisition, home language and English language development</div> <ul style="list-style-type: none"><li>influence and reinforce each other; and</li><li>mediate understanding, construction of meaning, and demonstration of knowledge.</li></ul>	Level 5 Bridging	Linguistic Complexity	<ul style="list-style-type: none"><li>Series of simple sentences related to familiar stories or events</li><li>An idea with 1-2 details; 1-step direction related to daily routine</li></ul>	<ul style="list-style-type: none"><li>Series of extended sentences related to familiar stories, learning activities, or events</li><li>Related ideas; 2-step directions related to daily routine</li></ul>
		Language Usage	<ul style="list-style-type: none"><li>Short and compound sentences related to daily routine, familiar people, songs, and stories</li><li>General and some specific vocabulary words associated with familiar environments and stories</li></ul>	<ul style="list-style-type: none"><li>Compound and some complex sentences related to familiar stories and learning activities</li><li>Specific vocabulary words associated with stories, learning activities, and various environments</li></ul>
	Level 3 Developing	Linguistic Complexity	<ul style="list-style-type: none"><li>Related phrases and simple sentences</li><li>An idea with 1 detail</li></ul>	<ul style="list-style-type: none"><li>Multiple related simple sentences; wh-questions</li><li>An idea with 2 details</li></ul>
		Language Usage	<ul style="list-style-type: none"><li>Short sentences related to daily routine, familiar people, songs, and stories</li><li>Repetitive phrasal patterns related to daily routine and familiar stories</li><li>General vocabulary words related to daily routine and familiar stories</li></ul>	<ul style="list-style-type: none"><li>Short and some compound sentences related to familiar stories and learning activities</li><li>Sentence patterns related to familiar stories and learning activities</li><li>General and some specific vocabulary related to daily routine, familiar stories, and learning activities</li></ul>
	Level 1 Entering	Linguistic Complexity	<ul style="list-style-type: none"><li>Words and repetitive phrases related to daily routine</li><li>An idea within simple questions or statements related to self, familiar people, or daily routine</li></ul>	<ul style="list-style-type: none"><li>Words and phrases related to daily routine</li><li>An idea within simple questions or statements related to familiar environments</li></ul>
		Language Usage	<ul style="list-style-type: none"><li>Repetitive phrases associated with daily routine</li><li>Yes/no questions related to self, familiar people, and/or daily routine</li><li>Words associated with familiar environments</li></ul>	<ul style="list-style-type: none"><li>Repetitive phrases and simple statements associated with daily routine</li><li>Yes/no questions related to self, familiar people, and/or daily routine</li><li>Words and expressions associated with familiar environments</li></ul>
At the very beginning stages of English language acquisition, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.				

...within sociocultural contexts for language use.

# Early English Language Development Performance Definitions - Expressive Language

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will produce in English:

		Language Criteria	Ages 2.5-3.5 Years (30-42 mos.)	Ages 3.5-4.5 Years (43-54 mos.)
<div>HOME LANGUAGE</div> <div>At all levels of language acquisition, home language and English language development</div> <ul style="list-style-type: none"><li>influence and reinforce each other; and</li><li>mediate understanding, construction of meaning, and demonstration of knowledge.</li></ul>	Level 5 Bridging	<div>Linguistic Complexity</div> <ul style="list-style-type: none"><li>Multiple phrases and some familiar 3+ word sentences</li><li>Expression of single ideas</li></ul> <div>Language Usage</div> <ul style="list-style-type: none"><li>Emerging comprehensibility of familiar phrases and short sentences</li><li>General and a few specific vocabulary words associated with familiar environments</li></ul>	<ul style="list-style-type: none"><li>Variety of original sentences of 3-5+ words</li><li>Emerging expression of related ideas</li></ul> <ul style="list-style-type: none"><li>Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns</li><li>Specific and a few technical vocabulary words associated with various environments</li></ul>	
	Level 3 Developing	<div>Linguistic Complexity</div> <ul style="list-style-type: none"><li>Phrases with a few familiar 3-word sentences</li><li>Emerging expression of single ideas</li></ul> <div>Language Usage</div> <ul style="list-style-type: none"><li>Familiar phrases with emerging comprehensibility</li><li>Short repetitive language patterns used in familiar fingerplays, songs, and stories</li><li>General vocabulary words associated with familiar environments</li></ul>	<ul style="list-style-type: none"><li>Short sentences of 3-4 words that combine formulaic phrases with some new words and phrases</li><li>Emerging expression of ideas</li></ul> <ul style="list-style-type: none"><li>Short sentences with emerging comprehensibility</li><li>Repetitive language patterns used in fingerplays, songs, stories, or learning activities</li><li>General and a few specific vocabulary words associated with familiar environments; common expressions</li></ul>	
	Level 1 Entering	<div>Linguistic Complexity</div> <ul style="list-style-type: none"><li>Words and short formulaic phrases</li><li>1-word utterances to convey entire message</li></ul> <div>Language Usage</div> <ul style="list-style-type: none"><li>Single words associated with daily routine and familiar stories</li><li>Repetitive phrases</li></ul>	<ul style="list-style-type: none"><li>Words and formulaic phrases</li><li>1-2 word utterances to convey entire message or idea</li></ul> <ul style="list-style-type: none"><li>Familiar words and expressions associated with daily routine</li><li>Repetitive and formulaic phrases</li><li>General vocabulary words related to familiar environments</li></ul>	
At the very beginning stages of English language acquisition, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.				

...within sociocultural contexts for language use.



# As Make-Believe Play Matures..

- more deliberate plans
- more roles
- more props
- more time
- more complex language
- more scenarios

# Stages of Make Believe Play Bodrova & Leong

- A. Beginning:** No plan, no roles, limited language, plays with objects as objects, short time frame
- B. Roles:** No plan, roles emerge from action, creates stereotypic scenarios, language describes action, plays with objects as props, plays for a few minutes
- C. Roles with Rules and Beginning Scenarios:** Plans roles and actions, uses language for roles and actions, needs props for roles, 10-15 minutes of play, plays familiar scripts fully

# Stages of Make Believe Play

**D. Mature roles:** Plans scenarios and plans evolve, multiple roles interact, symbolic props &/or invents props, uses role speech, 30-60 minutes of play, series of coordinated scenarios with “problems” that evolve over time with emotional aspects

# Scaffolding Dramatic Play using PROPELS

- **P**lan
- **R**oles
- **P**rops
- **E**xtended time
- **L**anguage
- **S**cenarios

# Comprehensible Input in English

- Repetition
- Routine
- Rate of Speech
- Prior Knowledge
- Cultural Background
- Language level
- Wait time

# Second Language Supports

- Real objects
- Manipulatives
- Photos and pictures
- Videos
- Charts
- Language partners/buddies
- Adult modeling and prompts
- Action/Gestures
- Home language support

# Plan Scaffolds for the Grocery Store

- Props
- Roles
- Scenarios

# Instructional Planning

	Vocabulary	Structures	Input/Supports
Entering			
Developing			
Bridging			



# Turn and Talk

How will you use this information  
in your professional practice?

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