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
"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?
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:

<table>
<thead>
<tr>
<th>Language Criteria</th>
<th>Ages 2.5-3.5 Years (30-42 mos.)</th>
<th>Ages 3.5-4.5 Years (43-54 mos.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 5 Bridging</strong></td>
<td><strong>Linguistic Complexity</strong>&lt;br&gt;• Series of simple sentences related to familiar stories or events&lt;br&gt;• An idea with 1-2 details: 1-step direction related to daily routine</td>
<td><strong>Language Usage</strong>&lt;br&gt;• Compound and some complex sentences related to familiar stories and learning activities&lt;br&gt;• Specific vocabulary words associated with stories, learning activities, and various environments</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td><strong>Short and compound sentences related to daily routine, familiar people, songs, and stories&lt;br&gt;• General and some specific vocabulary words associated with familiar environments and stories</strong></td>
<td><strong>Short and some compound sentences related to familiar stories and learning activities&lt;br&gt;• Repetitive phrasal patterns related to daily routine and familiar stories&lt;br&gt;• General vocabulary words related to daily routine and familiar stories</strong></td>
</tr>
<tr>
<td><strong>Level 3 Developing</strong></td>
<td><strong>Linguistic Complexity</strong>&lt;br&gt;• Related phrases and simple sentences&lt;br&gt;• An idea with 1 detail</td>
<td><strong>Language Usage</strong>&lt;br&gt;• Multiple related simple sentences; wh-questions&lt;br&gt;• An idea with 2 details&lt;br&gt;• Short and some compound sentences related to familiar stories and learning activities&lt;br&gt;• Sentence patterns related to familiar stories and learning activities&lt;br&gt;• General and some specific vocabulary related to daily routine, familiar stories, and learning activities</td>
</tr>
<tr>
<td><strong>Level 1 Entering</strong></td>
<td><strong>Linguistic Complexity</strong>&lt;br&gt;• Words and repetitive phrases related to daily routine&lt;br&gt;• An idea within simple questions or statements related to self, familiar people, or daily routine&lt;br&gt;• Repetitive phrases associated with daily routine&lt;br&gt;• Yes/no questions related to self, familiar people, and/or daily routine&lt;br&gt;• Words associated with familiar environments</td>
<td><strong>Language Usage</strong>&lt;br&gt;• Words and phrases related to daily routine&lt;br&gt;• An idea within simple questions or statements related to familiar environments&lt;br&gt;• Repetitive phrases and simple statements associated with daily routine&lt;br&gt;• Yes/no questions related to self, familiar people, and/or daily routine&lt;br&gt;• Words and expressions associated with familiar environments</td>
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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:

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<td><strong>Level 1 Entering</strong></td>
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<tr>
<td><strong>Linguistic Complexity</strong></td>
<td>Words and short formulaic phrases</td>
<td>Words and formulaic phrases</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>1-word utterances to convey entire message</td>
<td>1-2 word utterances to convey entire message or idea</td>
</tr>
<tr>
<td><strong>Level 3 Developing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td>Familiar phrases with emerging comprehensibility</td>
<td>Short sentences with emerging comprehensibility</td>
</tr>
<tr>
<td><strong>Language Usage</strong></td>
<td>Short repetitive language patterns used in familiar fingerplays, songs, and stories</td>
<td>Repetitive language patterns used in fingerplays, songs, stories, or learning activities</td>
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<td><strong>Level 5 Bridging</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td>Multiple phrases and some familiar 3+ word sentences</td>
<td>Variety of original sentences of 3-5+ words</td>
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<tr>
<td><strong>Language Usage</strong></td>
<td>Expression of single ideas</td>
<td>Emerging expression of related ideas</td>
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...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

• Plan
• Roles
• Props
• Extended time
• Language
• Scenarios
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

<table>
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<tr>
<th>Vocabulary</th>
<th>Structures</th>
<th>Input/Supports</th>
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Turn and Talk

How will you use this information in your professional practice?
References


References


• www.wida.us  World Class Instructional Design and Assessment Consortium site