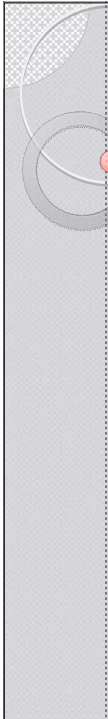


*Preschool English Learners
Principles and Practices to
Promote Language, Literacy, and
Learning*

A Resource Guide, Second Edition

Published by the
California Department of Education (2009)

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**Chapter 2:
Preschool English Learners,
Their Families, And Their
Communities**

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Guided Reflection

- What skills or attitudes did this teacher possess that enabled him to engage with the children who are English learners?
- What experiences have you had that remind you of this story?
- What skills did you need when you were faced with a similar situation?

Preschool English Learners Resource Guide, vignette, page 9

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Guided Reflection

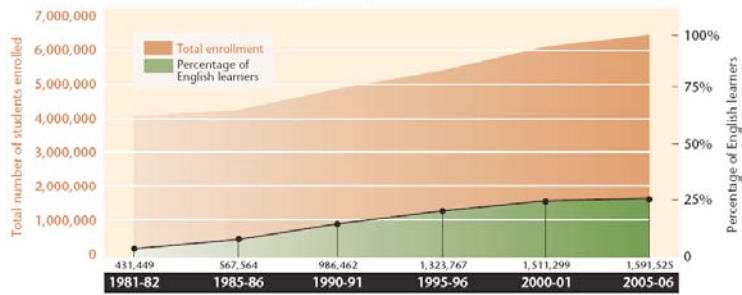
- What strategies did this teacher use? How did this teacher support the children's sense of security and competence?
- Can you think of other strategies that you have used or that could be used?

Preschool English Learners Resource Guide, vignette, page 9

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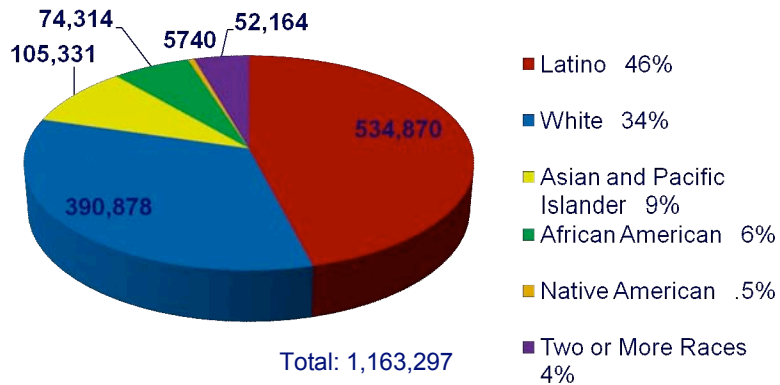
K-12 Enrollment and Percentage of English Learners in California, 1981-2006

FIGURE 1. K-12 Enrollment and Percentage of English Learners in California, 1981-2006



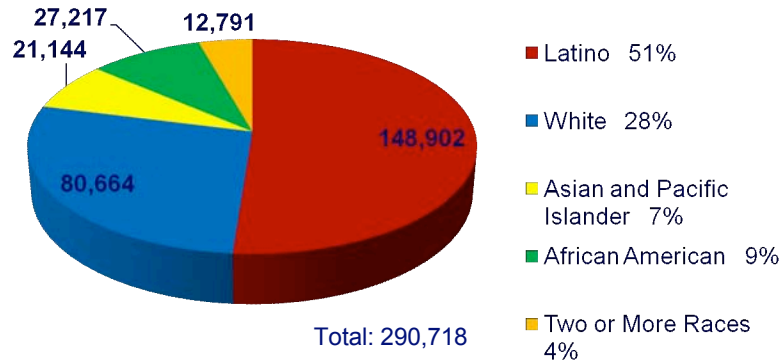
Source: California Department of Education.

Number of 3 to 5 Year Olds in California, 2000 (not yet in Kindergarten)



Source: California Research Bureau, California State Library, using the IPUMS 2000 (5% sample).

Number of California Children Ages 3 to 5 Enrolled in Public Preschool and Nursery Programs, 2000



Source: California Research Bureau, California State Library, using the IPUMS 2000 (5% sample).

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Most Prevalent Non-English Languages and Number of K-12 Students Speaking Those Languages in California, 1980-2006

Rank	1980-1981	1990-1991	2000-2001	2005-2006
1	Spanish 285,567	Spanish 755,359	Spanish 1,259,954	Spanish 1,341,369
2	Vietnamese 22,826	Vietnamese 40,477	Vietnamese 37,978	Vietnamese 34,263
3	Cantonese 14,196	Cantonese 21,498	Hmong 27,124	Cantonese 22,756
4	Korean 7,508	Hmong 21,060	Cantonese 25,089	Hmong 21,907
5	Pilipino (Tagalog) 6,752	Khmer (Cambodian) 20,055	Pilipino (Tagalog) 18,157	Pilipino (Tagalog) 20,556
6	Lao 5,586	Pilipino (Tagalog) 18,146	Korean 16,874	Korean 16,091

Source: California Department of Education, *PEL, 2nd edition*, 2009, p. 12

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Survey of Children's Home Literacy Activities

Survey of Children's Home Literacy Activities

The purpose of this survey is for you to explore the ways that you and your peers use language and literacy at home.

Part A: Individual Inventory of Literacy Practices

Print Materials

Does your family use any of the following print materials? If so, indicate with a checkmark. Provide additional detail as necessary. Feel free to add other print materials not listed.

Mail, e.g. letters, bills	Folktales
Letters or cards from relatives	Nursery rhymes
Printed copies of email	Poetry
Newspapers	Television guides
Popular magazines	Board games
Religious books and written materials	Children's coloring or activity books
Cookbooks and food labels	Packaging and instructions
School newsletters and information flyers	Other _____
Children's story books	

Oral Activities

Does your family engage in any of the following activities? If so, indicate with a checkmark. Provide additional detail as necessary. Feel free to add other activities not listed.

Rhymes	Proverbs
Stories	Limericks
Songs, if yes, what types? Any favorite songs?	Family Conversations
Folktales	Other _____
Word games	

If yes, when do the best conversations happen?

What does your child like to talk about?

What do you like to talk about?

Preschool English Learners Training Manual, Chapter Two: Preschool English Learners, Their Families, and Their Communities DRAFT 3/5/07

Principles and Practices 1

The education of English learners is enhanced when preschool programs and families form meaningful partnerships.

- Determine how language learning, home language support, and communication goals will be addressed in your setting for all students, including students with disabilities
- Acknowledge the many responsibilities that parents and families discharge daily
- Highlight the many ways in which families are already involved in their children's education



Principles and Practices 1

- Provide options for home-based activities that can support what children are learning at school.
- Share and model the belief that the involvement of parents in their children's education, accompanied by high educational expectations, results in better long-term academic and social-emotional development
- Provide opportunities for parents and family members to share their skills with staff, the children in the program, and other families

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Principles and Practices 1

- Allow family members to determine how they would like to be supported and generate ideas for ways in which they can both lead and implement those supports
- Provide specific information regarding program expectations, academic standards, and transition to kindergarten
- Hold an open house or potluck dinner for families in the program

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