

CHLD 201: Child Development Practicum I

Developmentally Appropriate Language Activity

Learning Outcomes	<p>2. Evaluate student strengths and challenges, teaching resources and materials, and evidence-based instructional practices to plan, implement, and assess curriculum appropriate for diverse children within the context of the Illinois Early Learning Standards and other relevant frameworks.</p> <p>4. Demonstrate the knowledge and ability to design, implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate</p>
DEC Recommended Practices	<p>C5 Environments are designed and activities are conducted so that children learn or are exposed to multiple cultures and languages by, among other practices, allowing children and families to share their cultures and languages with others, to the extent they desire.</p> <p>C8 A variety of appropriate settings and naturally occurring activities are used to facilitate children’s learning and development.</p> <p>C20 Practices are used that are validated, normalized, useful across environments, respectful, and not stigmatizing of the child and family and that are sensitive to cultural and linguistic issues.</p> <p>PP18 Learning experiences consistently engage students in activities in which they learn how culture, ethnicity, language and socioeconomic status influence early childhood development and practices.</p>
NAEYC Standards	<p>4C Using a broad repertoire of developmentally appropriate teaching / learning approaches</p> <p>4d Reflecting on their own practice to promote positive outcomes for each child</p> <p>5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child.</p>

In addition to promoting language and literacy through indirect methods such as providing a literacy rich environment, infant/ toddler teachers also incorporate intentional language activities. These activities can be targeted toward individual children, or small and large groups. There are many factors that teachers consider to make language activities beneficial for each and every child, including those children who are culturally, linguistically and ability diverse. For this activity you will be designing, implementing, and assessing a language activity for a small group of children that includes any dual language learners in the class.

To prepare for this activity:

- Get to know the target children.
 - Review the children’s portfolios looking for information about them. (development/family’s home language/culture)
 - Discuss the children’s strengths and challenges with the cooperating teachers.
 - Ask the teachers for direction in planning a language activity appropriate for the dual language learners in the room.
 - Interact with each child and note their interests and choice of books, toys, and activities.

- Plan the language activity for a small group of children
 - Reflect on learning from previous courses about developmentally, individually, and culturally appropriate practices for infants and toddlers.
 - Review the book “*Many languages, one classroom: Teaching dual and English language learners*” which will have numerous ideas of evidence-based practices appropriate for this assignment. Nemeth, K.N. (2009). *Many languages, one classroom: Teaching dual and English language learners*. Silver Springs: Gryphon House. Available from <http://www.gryphonhouse.com/store/trans/productDetailForm.asp?BookID=14399>
 - If you do not have access to this book, you can also go online to the Colorin Colorado web site and watch Dr. Palacios webcasts on preschool ELL’s. Both of the webcasts have lots of ideas. <http://www.colorincolorado.org/webcasts/preschool/>
 - Use the “**Heartland Community College Lesson Plan Form**” to plan a language activity based on your knowledge of the children and best practices for dual language learners. Use the “**Heartland Community College Lesson Plan Guidelines**” and “**Heartland Community College Lesson Plan Grading Rubric**” to clarify how you are expected to complete the form.
 - Share the plans with the classroom teachers and make changes according to their recommendations.
 - Gather and prepare any materials/props that will be needed.
 - Practice!

Conducting the Activity:

- Consult with the teachers for an appropriate time to implement the activity.
- Entice a group to participate with one of these methods:
 - Join the already occurring play. This may help you determine the appropriate time to transition them into your activity.
 - Bring your materials into the room or out on to the playground in a conspicuously large or colorful container/bag/decorated box. Curiosity will bring the children to you.

- The Drop and Do technique can be effective. (Set your materials/props up on a blanket/low table/appropriate site and start playing alone or interacting with interested onlookers. Others will be motivated to join.)
- Arrive in an appropriate costume. (Mother Goose if you are doing Nursery Rhymes / Chef's hat and apron if you want them to cook, etc.)
- Invite targeted children to join the play. Give them an object, prop or toy to hold and become instantly involved.
- Attempt to follow your lesson plan but remember that good teachers always are willing to monitor and adjust as the situation evolves.
- Be prepared to repeat the activity several times as the children say, "Do it again" or as other children get interested and join in.
- Encourage the teachers to provide you some immediate feedback if time and the situation allows.
- This activity will be evaluated (by your supervising instructor or your cooperating teacher) with the "**Evaluation of Teaching Activity Form.**"

After you leave the center:

1. Write your **evaluation** (consequences or outcomes for the children) on the reflection section of your lesson plan.
 - In what ways was the activity developmentally, individually, and culturally appropriate? (Learning Objective #4)
 - Were all of the children able to participate in the activity?
 - How did you adapt this activity to improve the outcomes for the child learning dual languages?
 - Did you notice any variations in engagement? What factors contributed to this variation?
2. Write your **reflections**. Reflect and self-assess if you met your expected outcomes and include the following items:
 - Appropriateness of your choice/s
 - Your verbal and nonverbal skills (volume, clarity, effectiveness)
 - What did you feel were the strengths of your implementation?
 - What could you do better to gain full participation from more of the children?
 - Evaluate your effectiveness in terms of supporting the development and learning of the dual language learner/s in the group. If there are no second language learners within the class, include a supposition of what you hope would be the effect of your activity for them.

Submit a copy of:

- a. your lesson plan
- b. your evaluation
- c. your reflection
- d. the "Evaluation of Teaching Activity Form" if completed by someone other than your instructor