



## SUPPORTING CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

### A MOMENT FOR TAKING PERSPECTIVE

Please remember that children who are dual language learners (DLLs) are learning a new language while developing their home language. If they are new to the learning environment, they are also forming new relationships with adults and other children, while learning new routines and expectations.

### TAKE A MOMENT TO REMEMBER

Learning mathematics is not just about naming numerals and shapes, it's about thinking and reasoning. And, like other areas of development, children learn math by listening, speaking, and conversationally taking turns in the context of a caring relationship. Children also learn during play and while exploring their environment. Encourage families to use their home language when doing counting games and activities to help strengthen children's math and language skills.



### IF YOU SPEAK YOUR FAMILY'S HOME LANGUAGE OR CAN PROVIDE A TRANSLATOR

One strategy to maximize comprehension is to briefly familiarize yourself with math wording and language used to subitize in the child's home language so that the child can better understand instruction. Here is an example for subitizing in Spanish.

Esta semana vamos a practicar una forma especial de decir cuántos. Le voy a mostrar algunos objetos y le pediré que me diga cuántos ve, tan rápido como pueda.

This week we are going to practice a special way to tell how many. I am going to show you some objects, and I will ask you to tell me how many you see, as fast as you can.

### IF YOU DO NOT HAVE ACCESS TO A SPEAKER OF THE HOME LANGUAGE

One strategy to maximize comprehension in the absence of a speaker of the child's home language is to have basic vocabulary words on hand to link words in the home language to English words. In this case, the numerals one through five, "How many do you see?" (¿Cuántos ves? Or ¿Cuántos ven? if there is more than one child), and other words or phrases can be found by asking family members, school district, or volunteers.

### CONSIDER AUTHENTIC OPPORTUNITIES FOR PRACTICE

Encouraging parents of children who are dual language learners to have socializations in order to interact with children and families whose home language is English benefits all children. This allows children who are dual language learners to interact with native English speakers, who may serve as language models and provide authentic practice for speaking and listening in English. It also allows English speakers to practice clearly communicating task directions, verbalizing their mathematical reasoning, and learning about other languages. However, remember that you will continue to support parents in promoting development and learning in the child's home language.

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## OTHER SUGGESTIONS

Write number vocabulary in English and in children's home language with accompanying pictures of one, two, etc. This will be a reference for the parents and children as they learn both math and literacy.

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## NOTE

There are many words in English that have multiple meanings. English learners may hear the words *one/won*, *two/to/too*, and *four/for* and be confused. Recommend to parents that when they hear a word that does not make sense, they should think about the context. Remind them that if they get stuck and do not understand, they can always ask you or a friend what a word means.