



# Handout 1

**How can teachers plan instruction that takes into account children's native language abilities?**

1. Ways to accommodate second language learnings.

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2. Ways to support children's respect and appreciation of other languages?

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3. Ways to adapt instruction to better meet these children's needs.

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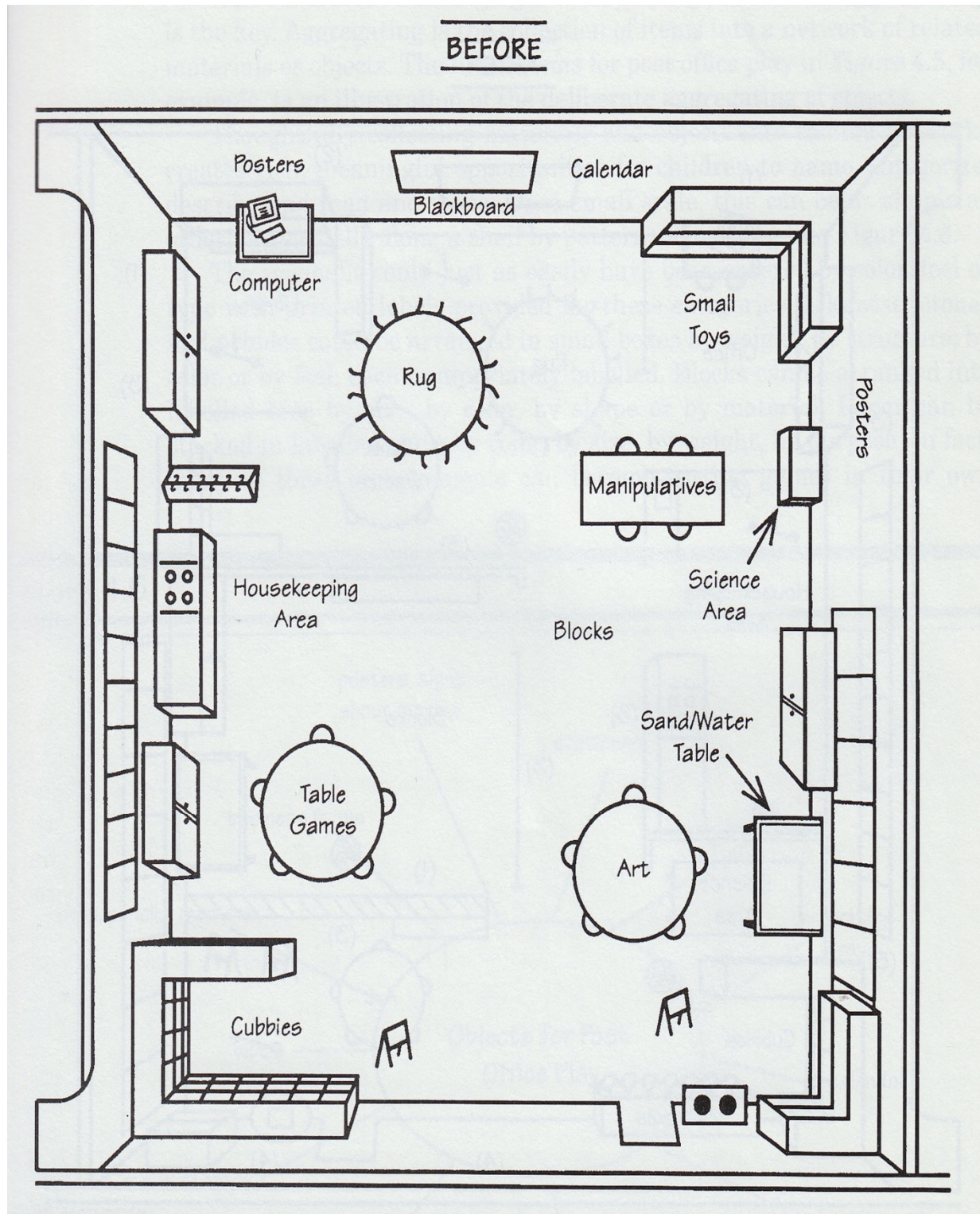
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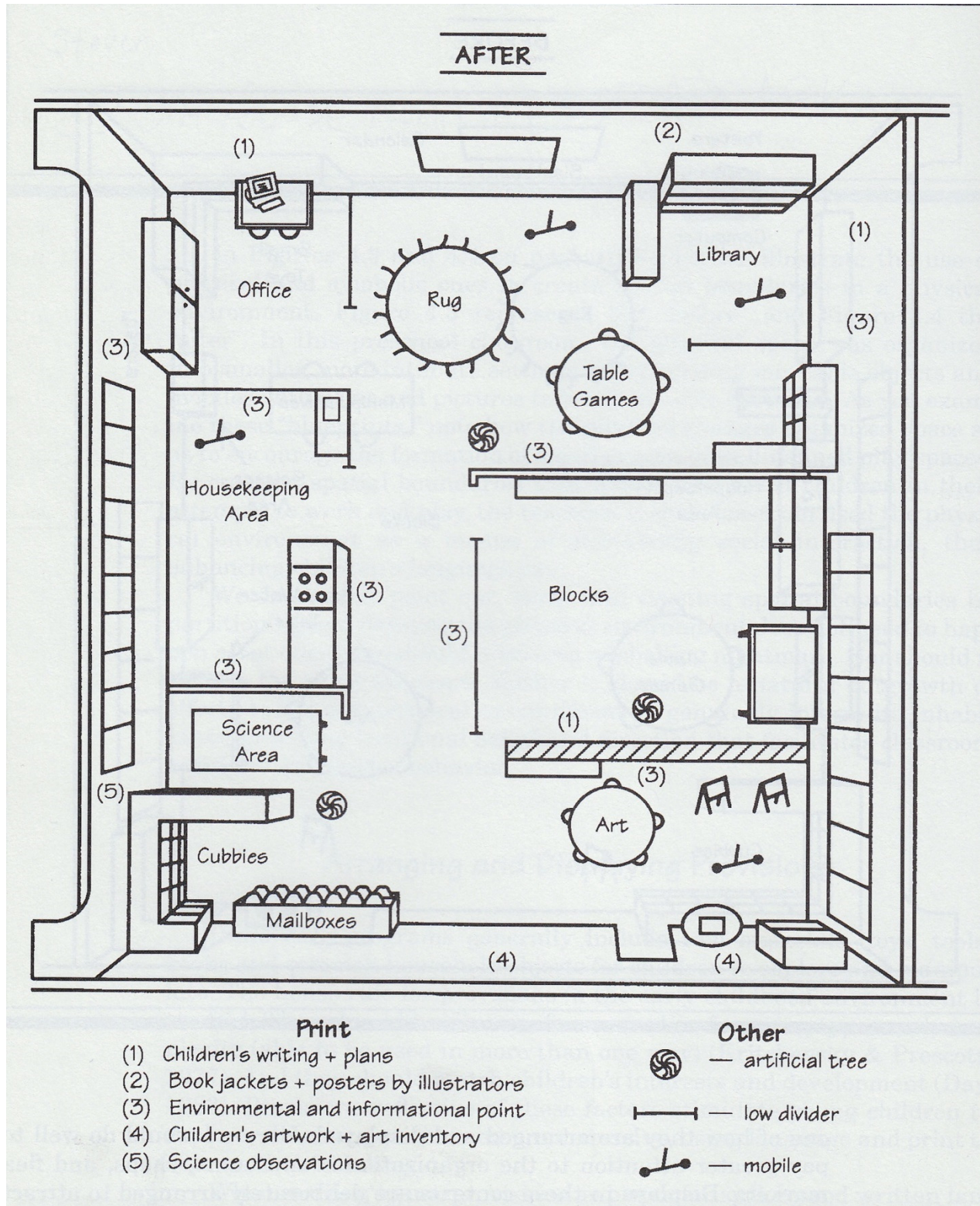
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## Handout 2









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# Handout 14

## Play

- ☐ How would you identify good play? What are its characteristics?

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- ☐ How would you identify play that is less ideal? What are its characteristics?

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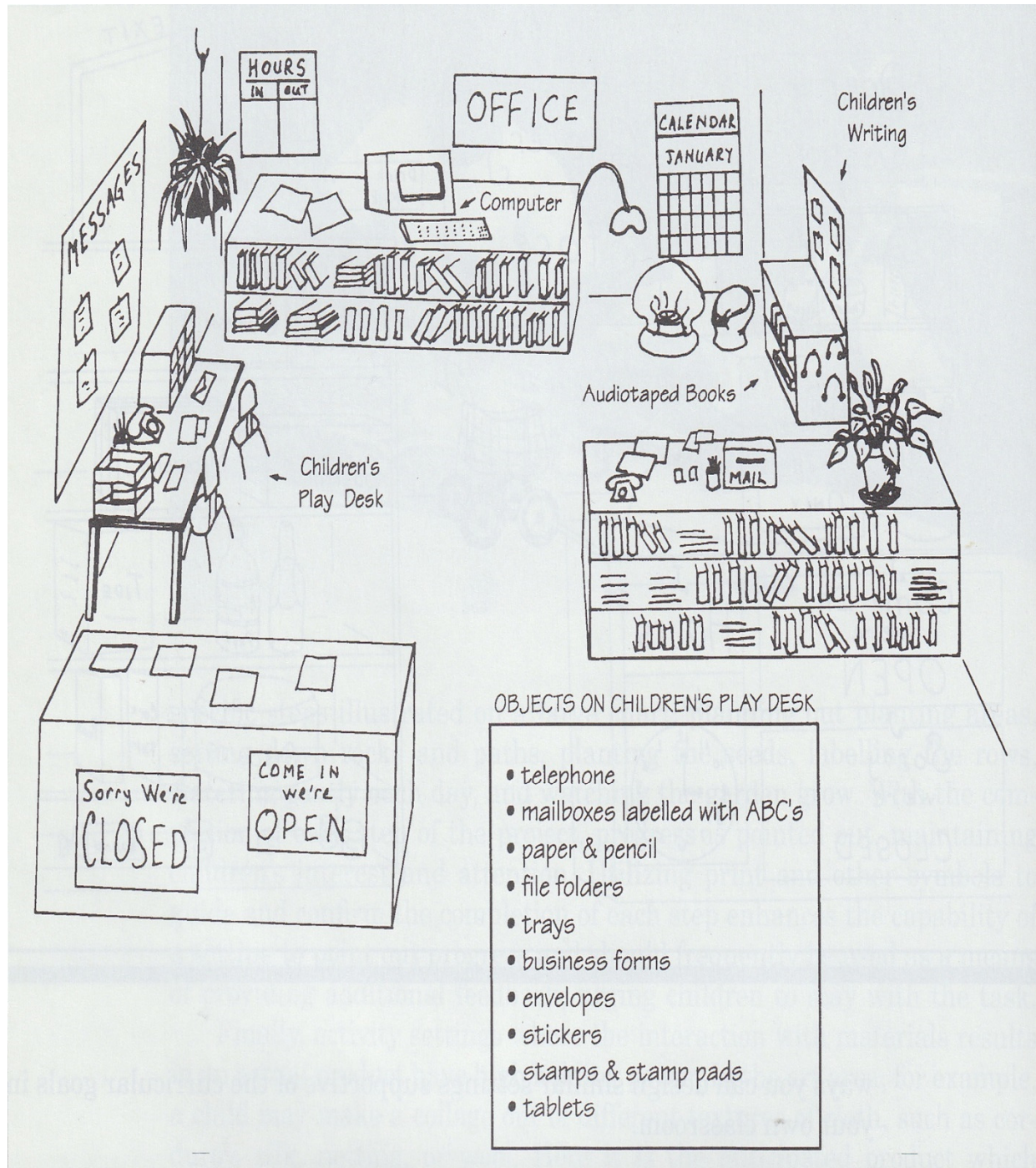






## Handout 15

Working with a partner, talk about the ways such a setting might promote good language interactions





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# Handout 16



## Literacy and Play

### Literacy-Related Props for Dramatic Play

#### Post Office

Envelopes of various sizes  
Stationery, postcards  
Pens, pencils, markers  
Stickers, stamps, stamp pads  
Post office mailbox  
Tote bag to carry mail  
Computer address labels  
Tape  
Calendars  
Small drawer trays  
Posters and signs about mailing  
Mail carrier's cap  
Newspaper ads from drugstores,  
department stores, furniture stores  
Mailboxes for each child and adult  
Stapler

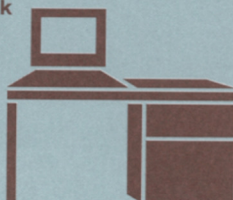


Children are eager to do what grown-ups do. Just seeing how reading and writing twine through adults' work and leisure activities is in itself compelling. But when a child takes on the part of a grown-up in play, she steps into the active role of reader and writer. For the child's future in reading and writing, this is strong stuff.

Teachers can ensure that children have many such experiences right in the classroom. The dramatic-play themes, props, and materials suggested here are only a fraction of what's possible.

#### Office

Appointment book  
Message pads  
Stapler  
File folders  
Racks for filing papers  
In/out trays  
Index cards  
Business cards  
Assorted forms  
Desk and wall calendars  
Computer and printer  
Clipboards  
Note cards, sticky notes, address labels  
Paper clips of various sizes  
Pens, pencils, markers  
Organizing trays for holding items  
Brochures, pamphlets



#### Construction Company (Block Play)

Order forms  
Pencils  
Hard hats  
Toolboxes  
Canvas aprons for carrying tools  
Mobile phones  
Catalogs and advertisements from hardware and home supply stores  
Photos, postcards, drawings, blueprints, and pictures of buildings under construction and completed  
Books showing construction stages of buildings  
Markers and cardboard for making signs  
Additional blocks—flat boards, arches, wedges, cylinders, etc.  
Trucks and machinery—delivery truck, dump truck, backhoe, crane, bulldozer  
Books showing uses of various tools and vehicles

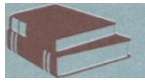






### Library

Library book return cards;  
Stamps for dating return cards;  
Wide variety of children's books  
Bookmarks;  
Pens, pencils, markers;  
Paper of assorted sizes;  
Sign-in/sign-out sheet;  
Stickers;  
ABC index cards for card-file drawers  
Telephone. telephone  
books; Calendars of  
various types  
Posters of children's books;  
File folders



### Pizza Restaurant

Cash register;  
Play money;  
Small pizza boxes;  
Round pizza pan;  
Pizza cutter;  
Wooden paddle;  
Twelve-inch cardboard circle to serve as a  
pizza pattern;  
Red, yellow, green, brown, and tan  
construction paper for making pizzas;  
Order pads, receipt book;  
Pencils, pens;  
Menus listing 5 to 10 items with prices;  
Telephone;  
Soda cups;  
Small chalkboard and chalk to list specials;  
Apron or shirt and cap;  
Red checkered tablecloth



### Supermarket

Cash register with tape;  
Play money;  
Grocery advertisement fliers;  
Plastic food items or cutouts mounted on  
boards and covered with clear contact  
paper or plastic wrap;  
Empty food containers: cereal boxes,  
egg cartons, milk containers, plastic  
juice bottles, styrofoam meat  
trays, and so on;  
Stick-on price tags;  
Plastic and paper bags;  
Child-size shopping cart  
and basket;  
Signs collected from stores;  
Crayons and markers for making signs;  
Paper, scissors, tape;  
Aprons, jackets



### Bookstore

Cash register;  
Stick-on price tags;  
Pens, pencils, markers;  
Posters, book jackets from children's  
books;  
Shelf or table for arranging books by  
author or genre (stories, real things,  
poetry, music, etc.);  
Order pad;  
Computer keyboard;  
Tape recorder,  
earphones, and books  
on tape;  
Bags to hold purchases



Adapted from The University of the State of New York/ The State  
Education Department. 1998. *Preschool planning guide: Building  
a foundation for development of language and literacy in the  
early years*, 22-23. Albany, NY: Author. Used with permission.



# Handout 17

## Pretend Play Checklist

### Pretend-Play Maturity Checklist

#### SIMPLE PRETEND PLAY (18 months–2 years)

- \_\_\_ Performs single actions (e.g., brushing doll's hair)
- \_\_\_ Performs same action on two different items (e.g., feeds self and doll)
- \_\_\_ Substitutes toy object for real thing if they have similar properties
- \_\_\_ Mimics adult actions (e.g., pretending to read)

#### SEQUENCED PRETEND PLAY AND ROLE TAKING (2–3 years)

- \_\_\_ Performs a sequence based on familiar to less familiar events
- \_\_\_ Assumes a familiar role (e.g., mother); may talk while plays
- \_\_\_ Substitutes dissimilar objects; creates imaginary props
- \_\_\_ Gives toys roles in play

#### PRETEND PLAY (3–5 years)

- \_\_\_ Develops imaginary themes
- \_\_\_ Takes on make-believe roles
- \_\_\_ Cooperates with others for an extended time period (at least 10 minutes)
- \_\_\_ Creates imaginary objects and places
- \_\_\_ Uses language to create make-believe
  - \_\_\_ assigns roles
  - \_\_\_ plans scenes
  - \_\_\_ establishes identity of objects and places
  - \_\_\_ substitutes talk for action
  - \_\_\_ develops a story line
  - \_\_\_ negotiates problems without adult help

*Adapted from Bodrova & Leong, 2005; Weitzman & Greenberg, 2002, pp. 317–318.*

## Language Use Checklist

# Language-Use Observation Form

ORAL LANGUAGE	DESCRIPTION
— — No language	Repeats actions but does not talk
— — Unrelated language	Makes sounds, but unrelated to play (e.g., humming, singing)
— — Language comments on action	Describes actions with words or sounds (e.g., vroom ...vroom as moves truck}
— — Language directs another's role	Tells what to say/do to stay in role
— — Language describes role as it occurs	Uses contextualized language (e.g., "I am feeding you. Yurn!)"
— — Language describes own actions/role before it occurs	Uses decontextualized language (e.g., "I'm going to feed the baby, then go to the store.")
— — Language describes own actions integrated with those of others	Uses language to plan cycles of action (e.g., "I'm going to feed my baby and the baby is going to get sick, so I take my baby to your hospital, and then you give him a shot.")
— — Language describes a scenario and integrated roles over time	Uses decontextualized language to plan play

*Adapted from Bodro'Ua & Leorlg, 2005.*