

**FOCUS: DEVELOPMENTALLY APPROPRIATE DISTANCE LEARNING FOR  
DUAL LANGUAGE LEARNERS IN TRANSITIONAL KINDERGARTEN****RESOURCES AND RESEARCH**

CEEL curates resources to support young Dual Language Learners, engage their families, and assist educators during these challenging times as they provide developmentally appropriate synchronous and asynchronous instruction to develop oral language development and early literacy. The resources present useful guidelines and activities for distance learning that address concerns about equity and the unique social and emotional needs of our multilingual communities. CEEL also provided links to documents and websites that offer a wealth of general information on best practices for instruction of DLLs.

**Title:** **Balancing Online/Remote and In-Person Learning for Young Children**

**Link:** [http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance\\_compressed.pdf](http://sites.edb.utexas.edu/wp-content/uploads/sites/157/2020/03/English-ECE-Guidance_compressed.pdf)

**Summary:** Based on principles of how young children learn, this resource, developed by the Agency and Young Children Research Collective at the University of Texas, Austin, provides ideas that support parents and caretakers as they try to balance their children's emotional health, learning activities, and their adult responsibilities. It also includes suggestions for schools and districts to implement on a daily/weekly basis to guide parents through an instructional day and sustain the home-school connection.

**Title:** **Distance Learning Resources for Dual Language Learners**

**Link:** <https://earlyedgecalifornia.org/coronavirus-resources-for-dual-language-learners/>

**Summary:** Early Edge California curates a variety of resources for parents/families and educators of Dual Language Learners. Some examples include videos, screen-free activities (Spanish), links to sites for bilingual stories and songs, television programs, and LMU/CEEL Dialogic Reading modules for teachers.

**Title:** **Emergencies and Disasters: Helping Children and Families Cope**

**Link:** <https://challengingbehavior.cbcs.usf.edu/emergency/index.html>

**Summary:** This National Center for Pyramid Model Innovations (NCPMI) offers an extensive compilation of resources in English and Spanish for parents, caregivers, and children that explain Covid 19 and the pandemic, why we need to stay at home, how to cope with stress and challenging behavior in children, and ways for adults to manage stress and practice self-care.

**Title:** **English Language Learners and the Five Essential Components of Reading Instruction**

**Link:** <https://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>

**Summary:** This article from the Reading Rockets website presents recommendations and considerations for English learners for teaching each of the five components of early reading instruction delineated by Reading First.

**Title:** **Family Reading Time/La Hora de Lectura en Familia**

**Link:** <https://www.easternct.edu/center-for-early-childhood-education/family-reading-time/index.html>

**Summary:** Developed by Eastern Connecticut State University, this series presents videos of multi-lingual families reading to their children using the questioning techniques of Dialogic Reading to extend conversations around a book. Videos are available in English and Spanish.

**Title:** **Helping Children Regulate Emotions During Challenging Times**

**Link:** <https://sharemylesson.com/teaching-resource/helping-children-regulate-emotions#>

**Summary:** In this Webinar, Marc Brackett, the Director of the Yale Center for Emotional Intelligence, shares a multi-step process to help adults become emotionally intelligent role models for children and teach them strategies that support healthy self-regulation.

**Title:** **School Responses to COVID-19: ELL/Immigrant Considerations**

**Link:** <https://www.colorincolorado.org/coronavirus-ell>

**Summary:** In addition to an extensive list of resources for distance learning with ELLs and their families and COVID 19 information, this website provides recommendations and discussion of the perspective and concerns unique to immigrants/families of ELLs, potential worries about food security, health care, finances, e-learning, and staying connected.

**Title:** **Storybook Reading for Young Dual Language Learners**

**Link:** <https://www.semanticscholar.org/paper/Storybook-Reading-for-Young-Dual-Language-Learners-Gillanders-Castro/7cb1940a5129696cd60cf14bad1f51b3dd89545f>

**Summary:** Authors Gillanders and Castro describe teaching strategies that have proven successful in engaging dual language learners during Read-Alouds and that support oral language and early literacy development. Included is an example of a Storybook Reading lesson plan and Daily Learning Experiences.

**Title:** **Teaching Young Learners in a Pandemic: Supporting Children Pre-Kindergarten to Grade 3 and Their Learning Partners at Home**

**Link:** <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Events#EventId:2260,EventType:archived,Page:1>

**Summary:** This Webinar from one of the U.S. Department of Education Regional Education Laboratories, offers suggestions and strategies for meeting the substantial challenge of remote early learning aligned with principles of child development and best practices for engaging children's learning partners. The presenters suggest ideas for synchronous and asynchronous instruction and activities, as well as approaches to coaching parents and other learning partners.

**Title:** **The Early Years: Assets-Based, Language-Focused Family Engagement for Dual Language Learners**

**Link:** <https://wida.wisc.edu/sites/default/files/resource/FocusOn-EY-Family-Engagement-DLLs.pdf>

**Summary:** This Focus Bulletin from the WIDA Consortium looks at how teachers can maximize family engagement by adopting an assets-based perspective and identifying language goals when working with DLLs and their parents. It also provides suggestions for supporting and how to advocate for families' efforts to achieve language and cultural goals they desire for their children.

**Title:** **Tips for Video Chatting with Young Children – Staying Connected While Far Apart**

**Link:** <https://www.naeyc.org/our-work/families/tips-video-chatting-young-children>

**Summary:** From the NAEYC's collection of articles for parents on using Digital Media, this short piece is helpful for educators who want to make video sessions more interactive for young children. There are tips for supporting children as well as the adults with whom they are "chatting".

**Title:** **Using Video for Flipped Learning Environments**

**Link:** <https://betterlesson.com/strategy/292>

**Summary:** The Flipped-Learning strategy has potential for remote learning experiences. This article discusses some of the "how-to's" for teachers who want to implement the strategy, and addresses modifications for English Learners and Special Education.