



Try It

Include Me

Plan ways to ensure that *all* children gain the benefits of language-building conversations with peers and adults.

1. Think of a child in your program whose language you are concerned about, one whose primary language is different from that of other children in the group, or one who is less likely than others to participate in group discussions and pretend play with peers. Reflect upon that child's strengths as you complete the questions below.

What is the child especially good at?

Who does the child like to play with or near?

What does the child investigate?

What pretend themes does the child explore?

What questions does the child ask—with or without words, in any language?

What books and songs does the child most enjoy?

Try It (CONTINUED)

Does the child have a special interest or expertise, such as dinosaurs or pets?

What can you add to the environment to build on the child's interests or showcase her strengths?

How can you help the child share her interests and strengths with others?

How can you find out more about the child's strengths and interests, especially if her primary language is different from yours?

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2. Brainstorm additional things that you might do to help the child participate more fully in group discussions, book-related conversations, math and STEM play, and pretend play.