

Video Transcript

Let's play! Joyful learning for multilingual children in preK-third grade

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Let's play! Joyful learning for multilingual children in preK-third grade

[UPBEAT ROCK MUSIC]

ANNOUNCER: Welcome to WIDA Webinars. This is a free virtual learning opportunity that offers educators insights and resources on a variety of topics relevant to educators of multilingual learners. In this webinar, you'll hear from WIDA's expert staff and researchers. If you want to be notified about upcoming WIDA webinars, sign up for our newsletters at wida.wisc.edu/news.

PATRICIA BLANCO: So welcome, everyone. I'm going to get us started. But we will be going back and forth between myself, Melissa, and Amanda today. And we're just so thrilled that you're here. My name is Tricia Blanco. I'm a Professional Learning Specialist here at WIDA. And today, my colleagues and I are going to provide a brief introduction to you, first to our teaching in PreK-3 page. And that's an emerging page that we started and launched about a year ago.

And then we will follow with a really specific focus on play for learning. We're going to discuss what joyful learning is, why it's ideal for multilingual children's language development and learning. And then also we'll present some ideas about how you might integrate more joyful learning into PreK through third-grade settings and in your programs and in your schools.

So first, let's warm up a little bit. Go ahead, some of you have already been introducing yourself in the chat. Thank you so much for doing that. If you would like to let us know your role, where you're coming from, and then we'd love for you to take a minute here and respond to one of the following sentence starters so we can focus in on this theme of play. You can let us know what you enjoyed doing when you were a child.



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When I was a child, I enjoyed playing or now I really enjoy playing. And we'll look at some of those. And this is also an invitation for you to really think about play as we move through the webinar today, and then thinking also about ways that you can connect with others through the chat. There's going to be several videos that we'll be looking at and some tools.

And this will be your opportunity to learn from each other. I'm sure there's just a lot of expertise here in the room. So let's see, I'm going to look at the chat and see a few of these. Oh, dolls, yeah, skating. They're going really fast, but I love it. Paper dolls, I played with those as well. And kickball, kick the can, so keep those coming.

And you can enjoy looking at what other people enjoyed doing when they were younger, or today. And think, too, a little bit and reflect, either if you have time to reflect a little as we go through the webinar or even later on, about how play has changed in your lifetime, how it's changed for you, how you see children playing, what's new for them. And be really thinking about that as we move today because that really does inform our practices around joyful learning.

All right, so here is our teaching for PreK-3. This is the first resource that we wanted to share with you. Molly, our wonderful moderator, you can access this through the link that she's putting into the chat. And throughout our webinar today, when we put links in the chat, there will be a little emoji there so it'll be easy for you to find. Or you can use the QR code. You can take a brief look at the resource that we're talking about. Or you can wait and look at them later. These are all available.

So in our teaching for PreK-3 web page, it's exactly that. It's focused on teaching in pre-kinder through third grade. And we really feel that the resources here are really informational for you. Here's a list of some of the things that are currently on the page around our language-focused approach. There's lots of tools and resources that can inform your transitions for children from pre-kinder through third grade, as well as some PreK resources.

For some of you, those resources may look familiar. Those are also here, and those are really intended for children who are ages three and four years old. And I also wanted to just, besides let you know about this page, I wanted to let you know that we also periodically will change some things on this page. So it's nice for you to return to it every once in a while, see if there's anything new. We might be putting some things up around play in the future as well.

But today, really our main focus is going to be organized around that what, why, and how of joyful learning. So together we're going to consider various tools. We will hear from some multilingual children as well as their educators. And we're going to invite you to connect with each other. You can utilize the chat to do that. We'll be showing you some visuals and some videos that you will watch on your own. And then you can come back and we can have a little small discussion utilizing that chat.

So another tool that I wanted us to take a moment and look at is this Adopting a Language-Focused Approach to Play. And this tool is what we refer to as a concept tool. So it outlines the concept of a language-focused approach to play for multilingual children. It's intended for all educators, no matter your role. And it's offered as a support for educators, for families, for community partners to come to a shared understanding around a language-focused approach to play. And it focuses primarily on the importance of the integration of language development and developmentally sound learning, or as I like to say often, languaging and learning.

So this may be a good time just to mention that throughout the webinar today, you may hear us use a variety of different words or phrases as we talk about play, such as play for multilingual children, play for learning, purposeful play, and joyful learning. Additionally, we use language as a verb, such as languaging, translanguaging, or multilingual children using their full linguistic repertoire. These are all ways that we talk about multilingual children's dynamic language practices.

Engaging in collaboration to position multilingual children, their educators, families, and community members as valued participants is a grounding intention in all of our PreK-3 work. Today, you're going to hear from some multilingual children and educators with whom we have collaborated and engaged with. But as we continue our learning today, we're going to invite you to consider your local context, how you might position multilingual children, educators, families, and community members as valued participants in your joyful learning practices and together co-create some spaces in your context for their voice and collaboration to shine through.

Here are four tools that you can use to take that language-focused approach to play and that you can use to collaborate with others. The tools are really intended to support you in your context as you gather information from multilingual children, from their families, their educators, and also from community members. As we continue the webinar, we're going to introduce each of these tools, and we're going to share some visuals and some videos that are connected to these tools.

All five of the tools that we're introducing today are available in our reader resource library. As we go through the webinar, we will make sure that we include a QR code, as well as the link in the chat for each of the tools individually so that you will have access to them. All right. We're going to let you see some video. So we want to share this first video with you.

And as mentioned, we really strive in our work to position multilingual children and their educators, families, community members and center them as experts around play for learning. So therefore, we really want to begin our learning today by asking you to watch this video. And we want to center the characteristics of joyful learning that you're witnessing as you watch this video.

And we want to hear from you. These are kindergarten children in a one-way, dual language kindergarten. "One-way" meaning that they all come from homes where Spanish is spoken in the home and probably some English as well. And then the children are engaging in two different play scenarios. You're going to see two different ones. And I'm not going to title those. You can put your own title to what you think those scenarios are about.

But they co-created these scenarios with their teacher. And later you'll hear from their teacher as well, when she talks about play. And these were part of a larger unit of study. So I do want to note for all the videos that we're showing today, you may hear some muffled sound in the videos that we share. That's purposeful. We really muted anytime a child's name was mentioned. We wanted to protect their privacy. So we're going to let you have a go. You're going to watch this on your own.

STUDENT: [SPEAKING SPANISH]

[INTERPOSING VOICES IN SPANISH]

STUDENT: Hey, no, no, no!
[SPEAKING SPANISH]

STUDENT: [SPEAKING SPANISH]

STUDENT: Tamales! Tamales!
[SPEAKING SPANISH]

STUDENT: Hey!
STUDENT: [SPEAKING SPANISH]



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STUDENT: [SPEAKING SPANISH]

[INTERPOSING VOICES IN SPANISH]

[SPEAKING SPANISH]

STUDENT: We're going to Mexico!

STUDENT: [SPEAKING SPANISH]

[LAUGHTER]

STUDENT: [SPEAKING SPANISH]

STUDENT: [SPEAKING SPANISH]

[INTERPOSING VOICES IN SPANISH]

STUDENT: [YELLS]

PATRICIA BLANCO: So I see some of you are already telling us a little bit about what you noticed in the video. So let's move forward, and let's pause and just chat for a little bit. What did you notice? What did you notice about the interactions, I saw that word in the chat, about how children were using language? This is a dual language, one-way classroom in kindergarten. So these children are very used to using Spanish. This was part of a larger unit around their cultures, around their practices.

And, yeah, I love that, Catherine, the individualized centers where students controlled their learning and communication, they co-created these scenarios. And like I said, we'll hear from their teacher a little bit later. And you were hearing those children's voices. We did decide to use closed captions in English for this video. But in our course that's online, our workshop, we provide both of those transcripts and captions.

Yes, I love the restaurant. I love the tamales, making the tamales. I will be honest, I was a little nervous if, it was my classroom, about that flower that's right on the end. Just because I probably would be the one to knock it all over the floor. But I love the agency that's being given to these children to really engage with their learning and to use their language for purposeful matters. And that came from them, so.

All right, well, we are going to move on. And again, you can go back and watch this video at another time. You can look at it into our course. Thank you for sharing. Feel free to continue to share. I'm seeing lots of messages that I wasn't able to read yet. But you can go back and check on your own as well. All right. We wanted to share another tool with you.

All these tools, we said, are to gather information around those play scenarios, those play spaces where you see children authentically engaging in play with their family, within their classroom, within their program, with their peers, and with community members. So this tool is called Become an Ethnographer. And it's a tool that you can use.

You don't necessarily have to talk with anybody. You can walk around your community, and it guides you through being an ethnographer, either in your school, in your program, or out in your community. And the questions are all there for you to guide you as you're using this tool. So I wanted to share with you a few photos from here in Madison. And these are photos that were taken both at an elementary school here in Madison, as well as just out and about in the community, using the Become an Ethnographer tool. So thinking about where are children playing, what are they engaging, where are some spaces that they find joyful learning? I love the one up at the top. Madison, for those of you who don't know, we get a lot of winter. This was last year as I was visiting the classroom.

And the children actually go sledding and use all these tools, which they had a few children who were new to Madison. And so this was a lovely learning experience for them. For some of them, it was their first winter and seeing snow. So it was really valuable. The other thing I wanted you to notice here was the garden that is in this school. This is a school where Hmong, Spanish, and English are all used in the school. And so you can see that that garden has all those languages there. So everybody is invited to language and to learn within that garden space. I did notice, as I was doing the ethnography here in Madison, we didn't have as many places as I would have liked to have seen that had other languages. So it's something I'm considering as I move forward in this community, how I might advocate for other languages that are being used in the community to be in those play spaces for children.

The one on the bottom, I love too. It's a kite library. So maybe you'll get some ideas off this ethnography. So this is a tool that you can access and use to help you inform your teaching practices around joyful learning. With that, I am going to hand this over now to Melissa, my colleague. And she is going to take you through some more videos and another tool.

MELISSA PATON: Thanks, Tricia.

PATRICIA BLANCO: Hi, Melissa.

MELISSA PATON: Hi. You're a hard act to follow, Tricia. So one of the things that we wanted to think about, Tricia talked about how when we were thinking about this and creating this, how we were really thinking about positioning children and educators. She talked about that positioning of them to really be valued participants in co-creating that culturally and linguistically-relevant learning spaces, playful learning spaces for our students, bringing families, bringing community members into that, and really creating those joyful learning practices and integrating that into our pedagogy.

And when we do this, this really allows for voices, all voices to be thought of as capable contributors and allows for a lot of collaboration to come in, when we think about this from this joyful learning perspective. And so that's what we want to do. We want you to hear from our educators about why they're choosing joyful learning or play for learning in their classrooms. So you're going to see a little montage of some of the brave educators who worked with us and shared with us in this next video.

INSTRUCTOR 1: I choose play for learning with multilingual children because play is instinctive, and they all do it. Play allows for children who have not very much of the same language to be able to organically interact with each other, verbally and non-verbally. And that can include negotiation around play. Whose turn is it? What will we make? There's too many people playing with this. What can I do instead? So a lot of just talking through not problems, but, you know, issues.

So also students really enjoy when I can play. I will play Spot It and we will have to name the animals, and we can only say it in Spanish. And when I make a mistake, because I do not have Spanish, then they can see that it is OK that I said it wrong. It's a little bit funny sometimes. That's fine. It's not a big deal. And then it gives them the chance to teach me in their language, which is helpful for their language acquisition and confidence.

INSTRUCTOR 2: Hi. I choose play for learning with multilingual children because it helps with their brain development and their comprehension of English. For example, I use letter tiles for students to form words. The kids learn with experimenting and trying new things. For example, what happens if I put this tile first? Or what happens if I put it here? With using the letter tiles, I noticed that the students are more engaged in their learning. And as a teacher, I can find out what individual English sounds the students are struggling with. This also guides my instruction as well, because those sounds may not be present in their first language, in their native language. And so that's why I use play a lot in my language instruction.



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INSTRUCTOR 3: [SPEAKING SPANISH]

INSTRUCTOR 4: So we are a team of three teachers who work in dual language immersion kindergarten. And we use play in our classroom because it brings us all together and it allows for all different levels of engagement.

INSTRUCTOR 5: [SPEAKING SPANISH]

INSTRUCTOR 6: And we see that play encourages conversation, encourages negotiation. Play is motivational. It keeps kids engaged.

INSTRUCTOR 4: And it encourages us to all use our different strengths and abilities and languages to interact and build friendships.

[UPBEAT PIANO MELODY]

MELISSA PATON: What's one thing that you would share from this video about something that you think would be important if a colleague asked you about what you heard from this montage? So if you could share that in the chat, just something that you heard that you think would be important to remember.

Yeah, play allows for students to take risks. And there's so many skills, those soft skills that are really developed during play. They learn to negotiate. That was something that we saw that in the first video too. Yeah, those social emotional skills. There's things that are coming in so fast. It encourages communication.

Yeah, they have different levels of language development, including their teachers, yeah. Our friend Kerith talked about that, how she's improving her Spanish with students. It's informal. There isn't as much pressure to get it right. So yeah, you can take those risks and make mistakes, you've noticed that, lots about social emotional growth. It's instinctive and natural.

So because that is, then that can really increase learning too. Lots of benefits, making friends, problem solving, so many good things that you noticed. We could probably keep going on and on because we have almost 300 people here. But I think I'm going to keep us moving along, too. Yeah, it's OK if things aren't perfectly said.

So we wanted to give you a lot of tools for you to have ideas to think about integrating play again into your practice. And so one of the ways that we really thought about this, and Tricia talked about this in the beginning, is becoming an interviewer. So there's a

tool here, which you can use the QR code to access. Or Molly has placed a little pin emoji next to this tool into the chat, too, for you to grab it from a link.

But you'll notice that there's quite a number of questions here. And we design this tool to be used with colleagues. If you know that there's a colleague who's really doing a great job of integrating play, they'd be an amazing person to collaborate with and interview. You could use this with families. You could use this with your students, the children that you work with. So there's so many different ways to use this tool to support your practice.

But the one cautionary tale that we would say is to make it your own, but also not to do all the questions all at once. That's something that we noticed is when you work with children, if you ask question after question after question, that might make their socioaffective filter rise. And it might not feel as playful. So it might be that you're doing this, I know one of the teachers that we worked with does the interview as they're playing. So they might be sitting at a center playing with something, and the interview might come up too.

And we wanted to show you this in practice. So we actually have a video. On the next slide, we have a video of one of our former WIDA Fellows, Maryna, interviewing one of her third grade students. And again, as important as it was for us to bring in educator voice, we also wanted to bring in children's voices. Because they are really the experts on play. And we can learn so much from them about how they learn through play.

MARYNA HEDEEN: Tell me about some games or ways you play at school.

STUDENT: Um, I play, uh, games with my friends a lot. And-- and, well, like, outside I play with my friends, but sometime inside I could play with my friends. So, I could, like, play with toys that are there.

MARYNA HEDEEN: What are your favorite games to play with your friends outside?

STUDENT: We play, like, Family. And, uh, we play some, like, stories and stuff. Yeah. We act like characters.

MARYNA HEDEEN: Oh, you act like characters?

STUDENT: Mm-hmm.

MARYNA HEDEEN: Good. What about with your teachers in the classroom? Do you ever play any games? What do you play?

STUDENT: So basically, we do this, like, rounding game where your teacher will call somebody up. And they will, like, call them by their last name. Because the teacher will act like if they're a teacher. Because the student who goes up there is going to be teaching the class.

MARYNA HEDEEN: Oh, OK, so the student becomes the teacher. So again, it's like acting, right? Because someone is pretending to be a teacher. How do you like that game?

STUDENT: It's really fun.

MARYNA HEDEEN: So when we play in our classroom, how does it help your learning?

STUDENT: For like, with my teacher?

MARYNA HEDEEN: Or with me, mm-hmm.

STUDENT: Mm-hmm. Yeah. It helps me learn because we all do, like, learning games, you know? Yeah.

MARYNA HEDEEN: Does it help you learn new things or does it help you practice and remember better the things you already learned with your teacher?

STUDENT: Basically both. Because sometimes I don't do the things that you do with me.

MARYNA HEDEEN: Very good. Now, when you play games, like you mentioned a lot of acting games outside and in the classroom, but then you also mentioned games, like where you design things and build things. Do you like to talk while you are playing games?

STUDENT: Yeah. Because we are characters and we say what the characters are supposed to say.

MARYNA HEDEEN: Mm-hmm. So at school, do you speak English or do you speak Albanian when you play?

STUDENT: Like in school?

MARYNA HEDEEN: Mm-hmm.

STUDENT: I speak English. Because most people are, like, American here.

MARYNA HEDEEN: So they don't know Albanian?

STUDENT: Yeah.

MARYNA HEDEEN: Right? OK. But what happens if you talk with-- who speaks Albanian? Would you use some Albanian with her?

STUDENT: Yeah, like I just sound a little different.

MARYNA HEDEEN: OK. What about at home when you play with your siblings?

STUDENT: I talk Albanian a lot.

MARYNA HEDEEN: OK.

[UPBEAT PIANO MELODY]

MELISSA PATON: I already see that some people are sharing. So she has great speaking skills. She's confident. What did you notice? What's one thing that you noted that our student shared about her joyful learning? So I'm seeing some things, very clear and confident. Oh, they're coming in hot, connections to prior experiences.

She was confident. She was so aware of her translanguaging. Yeah, pretending and play acting, playing with family, when she uses, yeah, her home language versus language of school. She likes to play in character. Wonderful child, yes, absolutely. Yeah, she likes to play games. And, yeah, she really noted, she had a lot of noting about how she uses her language, like when she uses it at home and when she uses it at school and the purposes for using language, which I think is pretty amazing too.

And then, yeah, she didn't have some of the vocabulary. And she was really she was really cognizant about that too. To becoming characters while playing-- yeah, she definitely speaks clearly, too. I think, yeah, as I said, it was really important for us to include students' voices. And we can learn so much about what really supports their



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learning by doing this kind of interview process too. And with that, I'm going to turn this over to my friend and colleague, Amanda Spalter. And she's going to continue.

AMANDA SPALTER: Thank you. So now we're going to talk more specifically about how we can promote playful learning, starting with some ideas from educators. We partnered with a school and early learning center that incorporates playful learning into their day-to-day practice. So in this next video, you'll hear an interview montage of an administrator, a coach, and a teacher from the same site sharing about play.

LAUREL MAYTEKA: I just want kids loving coming to school. And I think part of that is motivated by the end result. Because when I'm at the high school in my early days and you're seeing kids who are all done with school and can't wait to get out or on the path to drop out, something was disconnected in the system. And I don't want to be guilty of creating students who are all done with school by the time they're in second grade, right?

So I want them to love school and love learning. So that's kind of what makes me a champion. So I talk all the time about the importance of early childhood, about the return on investment. So I have thoroughly convinced our board that that is correct. We invest in the young because it's the best return, and research bears that out.

MELISSA CRISCI: The advice that I would give is to just start with where everybody's at and make a plan. Depending on where you're at with play, it might be a three-year plan, a two-year plan. We might need to do some buy in with your teachers if they're not really quite on board with that. But start with a plan, and that means budgeting resources, adding a play time, just small things. And take it slow. So really meet the teacher where they're at, take it slow.

And then also really immerse themselves in PD. So one thing is that we did a lot of reading of books. And you kind of have to come up with your own common language on the different parts of play and how you want that to look in your building and what aspects you want to use of that. Another piece of advice is, I would say, to really have all your stakeholders there.

So really have the teachers and anybody that's involved, they really want to be a part of that. And then a part of all of that planning, along with it, so that they're along with the ride with everybody. It's not that you're telling them this is what we're doing, but that they're part of it and part of that learning and part of that planning.

EDUARDO PÉREZ: [SPEAKING SPANISH]



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[UPBEAT PIANO MELODY]

AMANDA SPALTER: And so now we want to know about your practice. So please share in the chat one thing you already do or can do to incorporate joyful learning in your practice. And you can be inspired from the video you just watched or share what you're already doing. Yes, yes, Eduardo shared about the fear of failing and how we have to lose that.

Yeah, that connects with what Melissa and folks were saying in the chat earlier about risk taking, I think. Ooh, today you played subtraction bowling, well done. Shared experiences, field trips, yes, getting outside in the community. Play centers that have choice.

Yes, this is lovely. Trying to remember what worked for you as a child, I see in the chat. Even if the curriculum, I see someone saying, is teacher-led, investing in play-based activities, wonderful. Free flowing inquiry, yes, play can really, really spark all the wonderful questions and thinking about the world and our environment.

All right. Thank you all. Please look through the chat at all of the wonderful ideas here. Dolls, clothing, vocabulary, sequencing language, yes, great ideas for how to really prompt for languaging. Mm-hmm, having teachers play with students, acting out. All right, thank you.

So next, we have another tool to share with you. This one is for leaders. Because we want everyone in the school or your setting to take up play. So we created this tool to share a brief intro into the research base around playful learning and to share guiding questions to support play at a systems level.

And as with the previous tools, you can access it using the link in the chat that Molly shared or the QR code here on the slide. And we created this in the hopes that it's useful for you and for leaders specifically to justify play, to get started on play, and reflect on their play practice themselves.

All right. So next, we have another tool for you that's sort of a companion to Become an Interviewer, where this is Become an Observer. And we're going to dive into this tool a little more deeply. This one has a set of guiding questions for you to observe how languaging and learning are happening during play in your classroom, school, or program, or during a home visit.

So the tool starts with questions around observing how the play environment and activities reflect a child's identities and interests. I know a lot of you have been pointing that out as part of what you're noticing in the videos and in your own play practice in the chat. This tool also covers questions about and ways to observe how children are using language to participate in play and to engage in learning.

So we'd like you to actually pull up this tool for our next activity, as we go into the next and final video we're sharing during our time together. And we'd like you to pull up this Common Observer Tool and choose one or two sections or questions that resonate with you as you watch this next and final video we're going to share.

OK, and I see Molly has the link in the chat to the tool, if you'd like that. And so our next video we'll have you watch is of a kindergarten dual language class. And this is actually the class of Eduardo Pérez, the teacher in the previous video who spoke about play and adults taking off their adult costumes. So you'll see his class in action.

It starts with him and the children planning for their own playful learning and then transitions into their playtime in centers. So again, please choose a section or a question or two from the tool to try out as you watch the video. And think about what you're noticing about language and learning in the video. And if this isn't your grade level, that is fine. Consider what might apply to your context.

EDUARDO PÉREZ: [SPEAKING SPANISH]

STUDENT: [SPEAKING SPANISH]

EDUARDO PÉREZ: [SPEAKING SPANISH]

STUDENT: Wait a minute, possib-- possibly, possibly, [INAUDIBLE].

EDUARDO PÉREZ: Possibly [SPEAKING SPANISH]

STUDENT: Cognate word.

EDUARDO PÉREZ: [SPEAKING SPANISH]

INSTRUCTOR: [SPEAKING SPANISH]

STUDENT: [SPEAKING SPANISH]

[INTERPOSING VOICES IN SPANISH]

STUDENT: Wait, we gotta put another block like that. So we can add to the side.

STUDENT: Ha! Ah-ha!

EDUARDO PÉREZ: So what did we change on the ramps? Did you change anything?

STUDENT: We put those.

EDUARDO PÉREZ: Oh, you put those? What is that?

STUDENT: The ramp.

EDUARDO PÉREZ: The ramp. So now do we need to change anything on the ramp so that the sphere can go down by itself? What can we change or modify? What do you think?

STUDENT: Um, a block.

EDUARDO PÉREZ: OK, show me. Ah. So what are we changing?

STUDENT: Well, I think we don't need that like that.

EDUARDO PÉREZ: [SPEAKING SPANISH]

STUDENT: Yeah. I think we don't need it.

EDUARDO PÉREZ: [SPEAKING SPANISH]

STUDENT: All right, so let's try it.

[INTERPOSING VOICES IN SPANISH]

STUDENT: I think goes here.

EDUARDO PÉREZ: [SPEAKING SPANISH]

[WOOD CLATTERING]

You OK? OK.

STUDENT: Wait, so I think the problem is, I think we should remove this one, this block. Because that's blocking it from going.

EDUARDO PÉREZ: That's a good idea.

STUDENT: Wait. Also, we can have the bouncing ball over there.

EDUARDO PÉREZ: Hmm.

STUDENT: Or we can add that, if it balances.

STUDENT: Wait, I know what we can do.

STUDENT: So we can add them and make the device so we can add that there.

EDUARDO PÉREZ: OK.

STUDENT: No, add this there, add another block. So you can put, make like, the whole surface of it. And so, then add another block and surround it with it so it doesn't go anywhere else.

EDUARDO PÉREZ: OK, so let's try it. I'll be back.

[UPBEAT PIANO MELODY]

AMANDA SPALTER: So now let's chat about what you noticed in the video. You share in the chat, something that you noticed that stood out about the children's languaging and learning specifically. With the students making the incline with the teacher or leading the discussions, and then, yes, the teacher guided them with deeper thinking and questions. I know we talked to him and some of the other teachers a lot about when he started with play, there was some hesitancy about when to intervene and whether to intervene.

And so finding that balance of having the children take the initiative and then Eduardo coming in with questions that will help extend their thinking and their language and languaging. Translanguaging with the teachers and other students, mm-hmm. The teacher guided more precise language specifically, mm-hmm. How to participate, even if they're not sure, and they were comfortable with that. Yes, there was not one right answer.

Yeah, it's one thing towards the beginning, we also wanted to mention when they were planning as a whole class, one of the children noticed a cognate. It was way towards the beginning when there were a whole class. I think it was "posiblemente" and "possibly." And Eduardo asked the children, so yes, possibly and posiblemente are? And they said cognados or cognates.

And so he had clearly taught some metalinguistic awareness and about cognates. And so that other piece of how he was able to bring out language in that planning part. Yes, liking when the teacher says, show me, yeah, so the students can use the blocks to support their languaging. All right, thank you. I'm going to pass it back to Tricia. And Tricia, yes, we are capturing the chat. I know it's being captured.

PATRICIA BLANCO: I'm thinking about that chat because there's so much in there. So first of all, I want to thank Melissa and Amanda for walking us through those videos. And I just want to remind you, some of you said that you had come in late or maybe something wasn't happening technically on your side, so you weren't able to see the videos. We will put those videos in post-production.

So all those videos will be in the webinar when the recording is put up on our web page. I know that I've seen those videos so many times and I always grab something new every time I watch them. So feel free to always return and listen to the recording. And then we just wanted to remind you about this Teaching in PreK-3 page.

If you didn't have a chance to capture the QR code or the link, Molly's putting that link in the chat again. This is a page where anything new we'll be putting on that page. And then there's also a lot of really good information around some other topic areas that you can go to and learn about, especially that language-focused approach and our essential actions, which really guide all of the work that we do in PreK-3.

And then here is the virtual workshop. So the video that you saw today, the tools that you saw, came from the participant guide that we used in this workshop. The videos are all in there. There's more. And we really want to thank all the educators, all the children. There's some families in early preschool. There's different grade levels. There's some third graders playing in an after school program.

So feel free to access this course. You do need to have secure portal account to be able to get into it that I think anyone that's here in this webinar most likely has. And it's really just another window. We estimate it would take you about two hours. You can do it when you'd like. What I do love that we put into this course, and so I want to put a shout out there, is that it really is by educators and for educators.



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And so the video that you saw today, children's voices in there. But then we have a Padlet throughout the course, throughout the workshop. And people have been posting things in that Padlet from across our consortium. So please take a look. And you can see videos there as well. And I'm sure that you'll really enjoy this and then share it with others. And that logo is up there. You'll see that on all the tools. So that's kind of our logo for playing.

I also wanted to share this site on our website. You can go here to sign up to get emails from WIDA. So if anything new is coming up for PreK-3, you would get information about that in an email in a blast that goes out. And then also articles, lots of articles that have to do with PreK-3, but also other things.

And there is a recent article here where we again tried to highlight. We got so much from our teachers, so much wisdom, and there was so much wisdom in the room today as well. So we wanted to highlight that wisdom. And there's a recent article here with Teacher Voice included in that article. It's not that long, so it may be another piece that you want to use to help advocate for more play in your context and share it widely.

So we're going to start to wrap up. We will have some time for questions. We were not quite sure if we'd be able to stay within our time limit with all that video, but we have. So that's good news. And so I want you to start thinking about a takeaway. But before we do that, I do want to go back and just reemphasize when we talk about play for learning, joyful learning, we are talking about that integration of languaging and learning. And when you think of them as verbs, I just really want to remind you of some of those first comments that you put in. You were saying, and I'm sure in a lot of the video with the children, you only heard the children's voices. The children, they're taking agency. It's authentic languaging and learning going on. Things are coming. It's culturally and linguistically responsive for them as well.

And so we really are promoting and advocating for more play. This is the sound way developmentally for our children to be learning for their age group of pre-kinder through third grade. And it really does give an opportunity for us to leverage how children use language as that tool to make meaning around their learning. So it's all integrated together, that joyful learning, that joyful languaging.

So what's one takeaway or idea that you're leaving with today? I know for me, sometimes if I write it down or I say it to somebody else, it becomes somewhat more of a commitment. So we invite you right now to put it in the chat. One thing, it can be

small, just a word or a phrase, that you're moving forward with today after watching this. And let's see what some of your ideas are. They may be helpful for others as well.

So feel free to put an idea in the chat. What are you committing to today after watching this around languaging and learning? I see joy, let the children lead. I love promoting and prompting. I always say we need to promote and we need to provide, so I love that. Advocating, and you'll see if you haven't taken the workshop, the virtual workshop already, you'll see there's that whole section around advocating for more play. Meaningful learning, sharing with our teachers and school leaders, and remember, you have that tool for leaders that you can use as well. Great videos-- well, thank you. You're leaving with some videos that you can share with others. Interviewing the children, yes. And there are some other interviews in the workshop that are just so cute. Languaging is a way of building confidence, that came up before, too. So thank you for putting that back in there.

And, how to include more play in our lessons and in our units of study. Bring parents into the play, yes, please, please do. They want to play too. And I did notice, we'll answer some questions, but I noticed one about not all cultures see play as a way to learn. And yes, I think we need to really bring our parents in to think about and talk about play. So remember that concept tool at the beginning. What does play mean for them? How are their children learning? Are their children watching? And can you bring some of that into your classroom as well? So these are great ideas. I thank you so much for committing to moving forward after this webinar and thinking about languaging and learning through joyful learning.

All right. So we are going to do a few things. We'll answer some questions. But I would really appreciate if you would scan this QR code. And the link will be in the chat as well from Molly. This is a survey that we like to give after the webinars. We've been doing these free WIDA webinars now, this is our second year. And we want to continue offering them.

And your voice really does matter. It really helps to inform what you want to hear, what you'd like. Do you want more information around PreK-3? That will really help us understand, as we move forward with these webinars, how we can make sure that we're serving your purposes. So thank you for taking that survey. You can take it now. It'll only take you a couple of minutes.

And then there will be, as my colleague mentioned at the very beginning, Jen, that there are some other webinars coming up. You can always access them. They're in, when you look at the WIDA website, they're under that Grow section. And there's a whole section

around WIDA webinars. That is where the recording for this webinar will be. Again, we're going to add those videos in post production. And we have a few other things that we need to do to get the webinar ready. But it will be up there soon.

And if you're on social media, we'd love to stay connected with you. We are, too. Maybe not me personally, but WIDA is. And then we have a little bit of time for some questions and comments. So I know that we've been collecting some of the questions as we went through. And we're going to take some turns answering them. So I'm going to ask my colleagues to jump in if they'd like to. Amanda and Melissa, maybe look at the questions. Feel free to take one if you'd like to.

And it says the [? Padlets ?] are in a self-paced course. So that might have been a question. So that first one, we want our first graders, OK, to practice more English, but find that, especially when they're playing, they use their home language. Should we focus on pushing them during play, academic-based rather than purely social to use more English? If so, how? Melissa or Amanda, do you to take that one? You want me to?

MELISSA PATON: I'll go ahead and have you start. Yeah, go ahead.

PATRICIA BLANCO: Yeah, I'm a former first grade teacher. I taught in a dual language classroom. I will be honest, at the time that I was teaching, and some of you were asking about what that program is, what the percentage is, we went through all of that English time. I also taught in Honduras and lived there for quite some time. And parents, a lot of the dual language classrooms were actually private, so parents were really cognizant about kids getting as much English.

We really tried to protect the language that the children wanted to use. And that meant that we could amplify instead of simplifying. So I'm not really a proponent anymore of English time, Spanish time. Children are going to be translanguaging whether we have English time or Spanish time. I know I do that. And I think if you remember back to that student interview we showed, I think, I don't know for sure because I wasn't able to ask her, but I think that she was doing some processing going on.

You could see where she paused and thought about the question and then answered. So I think that we need to give time for both languages. And then we need to really help children do that metalinguistics that we saw that student doing as well. She knew when she could use her home language and use other languages. And children as young as two years old will understand that.

I know that from my personal experience with my children. I raised three bilingual children. And they knew exactly when to walk into abuela's house and speak Spanish and then go into grandma's house and speak English. So I think we need to give equal time as much as we can. But we also need to know that they're going to do that translanguaging on their own and we don't always have to do it for them. So yeah, I hope that's helpful.

Let's see. Were there any other resources? Resources with ideas for parents, there's a little bit in here. But it is one area that we are currently working on. So stay tuned is what I would say. And Amanda's kind of leading us with that work. So thank you, Amanda.

MELISSA PATON: I also thought that was such an important thing to say when-- and, Tricia, you touched on this a little bit. And I don't know if Amanda and, Tricia, if you want to touch on it some more. But that idea of with parents, when play isn't a part of that cultural aspect, how you bring that in. Because that is really intrinsically how students learn.

And I have found it helpful to talk to parents about it being purposeful, that play isn't just always pandemonium. But it can be purposeful. So when I was doing in science, from seed to plant unit, we had a farmers market. And the farmers market was very playful. But I talk to parents about, well, here's what they're learning when they're doing the farmer's market. They're learning about negotiating. They're very much languaging. They're doing all kinds of things.

And when I could explain, like, OK, here's what's happening and here's what the students are going to get out of it naturally through this, then parents were much more willing. When we could talk about at home, like this is how when you're cooking and measuring, you can make that playful and they're going to be learning through that too while you're doing something that's very practical. So they might not notice some things that they do in everyday life as being something with potential for playful learning, too.

PATRICIA BLANCO: Yeah. And I think if you have an opportunity to go into the online workshop, we do have a teacher in there that Melissa worked with and that's here in Madison. And the wisdom there, and she will say that, bring families along with you on this journey. And I think the other teachers that we've worked with, like Laurel and Missy and Eduardo, I know they do that as well. And they start early with their families in that setting.

It's a preschool through second grade class where you saw Eduardo and Missy and Laurel from. But they have an early childhood play center. And those children, those two



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and three-year-olds are there playing. You can see some of that video in the workshop as well. So start early with families and bring them along with the journey. I always say families have the right for us to provide the same information that we have as educators. So making sure that there's a way in a family friendly way to provide that information around play with them. And invite them into your setting, co-create things with them. That's always lovely. I'm sure some of those things that you saw families are happy to share at times. Obviously, I just think that one scenario around going to Guatemala or Mexico, you just see those children's pride. And it was around the holidays.

And some of them probably were going on a plane. So invite families in. Thanks for bringing that up, Melissa. Other questions? I'm not seeing, I don't think, too much that doesn't include electronics. I think makerspaces are a great way, and that can have some electronics. But it can have a lot of other things in there, too. So even having a makerspace night or something like that with your families is lovely.

What suggestions do you have for teachers who might struggle themselves or have students who struggle with sensory overload and the noise level? That's a good point, bringing that up. I think you know your context best. And I think quiet play is OK as well. And I have seen young, multilingual children really do a lot of parallel play when they're first developing English.

And the growth and being allowed that time of just doing some quiet parallel play or doing some other quiet play, and the growth in their language development is incredible. They need that time as well. So I think working that out and finding ways and making sure that you're bringing the peers along on that journey of why you're doing that. I think when we explain to children our purpose, like Melissa was speaking about-- but I don't know if Amanda or Melissa you want to jump in on that question at all.

AMANDA SPALTER: I know that's something I'm trying to work out. I have my own seven and five-year-old right now. And the seven-year-old in particular, yeah, definitely, in louder environments needs support, which is great and fine. And so I think headphones is something that cancels some of the noise, but you can still participate, has been helpful for her.

I think depending on the size of the room obviously, you could have, you saw on the video, there was a little bit of a small group that was actually with a parent mentor working on something while some of the other kids were playing. So maybe switching up and not having a ton of small kid groups has been helpful. But yeah, that's a great question.

PATRICIA BLANCO: Yeah, and I'll always go back to your context. You know your context best. And then collaborate with others and ideate around that as well. I see a couple questions about resources. So I did want to point out that in the one setting that we were in where Laurel came, they were very thoughtful and purposeful about their materials. And they had a center of materials, like a resource center, where everybody could go and pull things and bring things in. And so they created that over time. And a lot of times, we can grab things. I know we were talking the other day about Reader's Theater. And we all get those badges when we go to conferences and things. And I use those all the time in my classroom. Because kids could just slip in their role into that little badge. And all of a sudden, they become the painter or whoever they wanted to be, so. I think we might have time for maybe one more question.

MELISSA PATON: There was a good one about how you stay within the bounds of standards and expectations. And I was just thinking, Maryna, who collaborated with us and she's also part of that, was so masterful about saying, OK, here's my Michigan State standards that I have to do, and this is how I'm going to make this playful. So she did something, I think it was on transportation. She also did something with bridges, too. But she's just so masterful of saying, OK, here's the standards that I have to teach and here's how I can do it in a playful way.

PATRICIA BLANCO: Yeah. And that's in that workshop. So you can listen to her talk about that. And I think an ah-ha of her, which I just think is lovely, is that she listened to Children's Voice as well, to her students' voice. And they said, well, could we do this after we do this? And they had this whole LEGO race based on them requesting that for some of their joyful learning. So yes, that's a great example. It can be done.

All right, well, the survey is in the link. If you would like to take that, we would love for you to take a moment and answer that survey. Again, your voice is important and informs our work. And a recording of this webinar will be up. Well, it'll be up when it's up. But you can find it on that Grow page. And please share it widely. And we just really want to thank everybody for coming. We really do want to thank all of our participants. Oops, sorry, I don't know what happened to my thank you. I had a slide at the end.

But anyway, we want to thank you for being here, for all that you do for multilingual children, for their families, for their communities. We appreciate it so much. And again, once again, we just want to give a shout out to all the children and students and fellows and teachers and educators who shared their practices with us. We have a thank you at the end of every video, but we can't thank them enough. This work is by you and for you. So we really appreciate everyone's wisdom today as well. We wish you well and take care.



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[UPBEAT ROCK MUSIC]