

## LEARNING SUPPORT STRATEGIES

### Mapping

***Throughout the day, the teacher uses self-talk and parallel talk as a means of expanding children's language.***

- **Self-talk:** Teacher says what she is doing, linking words to actions.  
*Teacher:* "I am giving each of you 10 animal crackers today. I'm opening the bag...Now I am handing them out, two at a time. to each of you."
- **Parallel talk:** Teacher provides language for the child's actions.  
*Teacher:* "You are putting a dress on the baby doll and making her nice and warm for the cold weather."

### Repeating and Extending

***The teacher focuses on the child's attempt to communicate, repeats it, then builds directly on his/her contribution.***

*Teacher:* "What happened in this picture?"

*Child:* "He jumped into the paint puddle!"

*Teacher:* "Yes, he jumped into the paint puddle and his feet turned bright red."

### Hints and Assistance

***The teacher provides resources and/or asks additional questions to lead the child to the answer, without directly answering.***

- A student is trying to figure out the number of girls and boys in the class.

*Teacher:* "Let's count the number of girls' pictures we have on the cubbies."  
or "Let's look at our number line and see what number comes after nine."

- A child is struggling to put a puzzle together.

*Teacher:* "I wonder if it would help to try to put together the two pieces that have that bright green color."

### Encouraging Peer Teaching

***The teacher honors and children's knowledge and contributions by using students as resources for one another.***

*Teacher:* "Nate, I see you are struggling with making that letter. Nina is really good at writing 'Ns' and I bet she could help you." or

*Teacher:* I see you are interested in that book. It's one of Manuel's favorites and I'm sure he would love to read it with you.