

Bilingual Children and Storytelling <https://positiveparentingnews.org/news-reports/bilingual-kids-and-storytelling/>
Scientists from the University of Alberta, Canada analyzed data from bilingual and monolingual four to six-year-old children. They saw that both groups used the same amount of unique words when they told a story. The researchers say that this was due to bilingual kids' greater cognitive flexibility, which is their ability to switch between thinking about different concepts. Details and a video are available at the website in English and Spanish.

Promoting Equity for Young Multilingual Children and Their Families <https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Promoting-Equity-Young-Multilingual-Children-Their-Families.pdf>

This resource introduces and explores key concepts like language-focused approaches and asset-based pedagogies. In addition to providing current and relevant information for early childhood educators, the resource includes a set of reflection and discussion questions (e.g., how do I incorporate all children's languages in my learning spaces?). These prompts could be useful for staff discussion and student reflection/assignments.

Code Switching: Why It Matters and How to Respond

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/code-switching-why-it-matters-eng.pdf> (English)

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-esp.pdf> (Spanish)

In the past, some people thought that code switching, the "use of elements from two languages in the same utterance or in the same stretch of conversation" (Genesee, Paradis, & Crago, 2004, p. 91), was evidence of confusion or even disability. Now it is well documented that code switching is a reflection of cognitive and communicative competence (Genesee et al., 2004). This resource was created to help early childhood educators develop their knowledge about code switching and implement strategies for supporting young multilingual code switchers. It was designed as a workbook with exercises and sample answers to support learning and practice.

Children With Disabilities Who Are Dual Language Learners: Valuing Children's Home Languages

<https://tmsc.createsend.com/t/ViewEmail/j/816ADE6240E812F72540EF23F30FEDED/C67FD2F38AC4859C/?tx=0&previewAll=1&print=1&source=PrintPreview&context=BE1559E32AC7F640D744A813E2B67A32>

For children who are dual language learners (DLLs) and have a disability or a suspected delay, individualized instruction may be needed to support their language development. In this issue, learn about the importance of home language for all children and strategies to support children with disabilities who are DLLs.

Perspectives on Young Black Children With Multiple Dialects/Languages

https://www.aft.org/ae/summer2021/washington_seidenberg

Dave Chappelle has famously said that *"every Black American is bilingual. All of them. We speak street vernacular and we speak 'job interview.'* **Teaching Reading to African American Children: When Home and School Language Differ** (2021) is an article that explores the changing understanding and terminology used to talk about language variation and is needed to understand connections between literacy and other aspects of achievement. The article ends with recommendations which underscore both the need to expand what educators know about language variation and the ways in which the language assets of each child need to be discovered and supported.

A Long Gumdrop: What Did You Say? <https://www.youtube.com/watch?v=MWMgyiEFDC> Ever wonder what it would feel like to try to learn in a language you don't know yet? Take a look! This video is part of the excellent "Teaching at the Beginning" collection at <https://www.youtube.com/c/TeachatbOrg/videos>

Natural Resources is a free, monthly, one-way listserv. Each issue features readily available and free resources on a specific topic related to children from birth through Grade 3 and their families. Resources in Spanish are highlighted. Natural Resources is compiled and distributed by Camille Catlett. Past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe or unsubscribe, please contact Camille Catlett at camille.catlett@unc.edu