



MINISTRY OF SOCIAL AFFAIRS,
CHILDREN AND INTEGRATION

LANGUAGE IS A GIFT

LANGUAGE STIMULATION IN THE HOME

Inspiration catalogue of ideas and tools
for parents of bilingual children in daycare

LANGUAGE STIMULATION IN THE HOME

**INSPIRATION CATALOGUE OF
IDEAS AND TOOLS FOR PARENTS OF
BILINGUAL CHILDREN IN DAYCARE**

Sprog er en gave – samarbejde med tosprogede forældre til børn i dagtilbud

Sprogstimulering i hjemmet – Inspirationskatalog med idéer og værktøjer til forældre til tosprogede børn i dagtilbud – **Engelsk udgave**

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Børnehuset Vandpytten i Lyngby-Taarbæk Kommune.*

WELCOME – FOR DAYCARE PROFESSIONALS

This folder comprises an **Inspiration Catalogue** of ideas and tools for language-stimulating activities that parents of bilingual children can do together with their children. The folder can be used by daycare centre staff, childminders, etc.

By way of example, as a daycare centre educator you can present the activities in the Inspiration Catalogue at meetings and interviews with parents. Many of the pages can be photocopied or printed out for parents to take away with them. Remember to ensure that the page can be understood, and later on ask the parent(s) and the child how they got on with the activity.

Many of the activities in the Inspiration Catalogue are designed so that you can adapt them to the topics with which you are working. This means that parents can build on the language work you are doing in your daycare.

At parent meetings and interviews, you can supplement the activities in the Inspiration Catalogue by showing and telling the parents how you are working with language in your daycare centre and letting the parents try out some of the activities themselves.

LANGUAGE IN THE HOME – FOR PARENTS

Your child is in the process of learning two languages (in some cases, maybe more). Your child speaks his/her mother tongue plus a second language. In Denmark, the child's second language is Danish.

It is important that the child learns both his/her mother tongue and his/her second language. At home, you should converse in the language that is most natural for you.

Some families converse in one language, while others converse in two or even more languages. If the child mixes up his/her languages in the beginning, it is perfectly natural.

For a time, the child may only want to speak one language. Or to speak one language with some members of the family and another language with others.

The child is capable of learning several languages at once. But for some children it can take a little longer.

Do not point it out if the child says something wrong. Instead, simply say what the child wants to say using a correct sentence.

Talk to the child about what something is called in your mother tongue and in Danish.

As a parent, it is important that you talk with your children and that you have lots of shared experiences that you discuss.

You can help your child to learn language by doing some of the things you can read about in this folder on a daily basis. Talk with the daycare centre staff about the different activities and ideas. Ask all the questions that you need to ask.

Enjoy reading this folder!

If necessary, this page can be presented by daycare professionals.

THEME OVERVIEW



HOW TO USE THE INSPIRATION CATALOGUE

PREPARING FOR A PARENT INTERVIEW

- Answer the questions in the Preparation Sheet to prepare for an interview with parents where you want to present them with language-stimulating activities they can do at home.
- In the Inspiration Catalogue you will find an overview of various family activities categorised by themes and types of activity. Choose some activities and adapt them to the themes with which you are working.
- At the actual interview it is a good idea to ask the parents about their interests and opportunities and then suggest language activities that can support their child's language development. It is also a good idea to explain the aim of the activities to the parents.

TIP

Create successful experiences together with parents and children. Only suggest family activities that the parents can manage on an everyday basis. For some parents, it may be a good idea to invite them along to the daycare centre so that they can get a shared experience and insight into what the child does every day and talk to the child about it at home.

PREPARING A PARENT MEETING ON LANGUAGE STIMULATION IN THE HOME

You can get inspiration for planning a parent meeting on language stimulation in the home from the exercise 'Planning a parent meeting on language stimulation in the home' (in the folder 'Parental collaboration in daycare', Theme 5).

PREPARATION SHEET: PARENT INTERVIEW ON LANGUAGE-STIMULATING FAMILY ACTIVITIES

DATE:	NAME AND MOTHER TONGUE OF CHILD:	NAME(S) AND MOTHER TONGUE(S) OF PARENT(S):
What are the child's needs? (e.g. based on a language assessment)		
What resources are we aware of in the family? (e.g. interests, qualifications, time available on a daily basis, etc.)		
What do the parents already do at home with the child that is language-stimulating and how can we build on that?		
What will we ask the parents about in relation to their motivation and wishes for language activities: – The child's interests at home (e.g. books, computer games, cooking, sport, games, play activities): – The family's wishes for activities (e.g. games, trips, tasks, preparation for school):		
What exercise(s) will we suggest for the parent(s)? (see overview on next page):		
Are there any materials we can give the parents to take home? (e.g. books, games, booklets – visual materials, links, exercises, etc.)		
How should we go through the material for the parent interview? (e.g. play the game, demonstrate the family activity, show the internet link, etc.)		
How will we follow up on the family activities? (e.g. talk with the child about them, arrange a follow-up meeting with the parents, etc.)		

OVERVIEW OF FAMILY ACTIVITIES

THEME	ACTIVITY	TYPE	PARENTS' MOTIVATION
UNDERSTANDING THE WORLD AT LARGE	'Treasure Hunt' in Lyngby – find 6 things	Suggested outing	Outing, game
	Free activities in Lyngby	Tips sheet	Taking part in activities with others from the local area
	Lyngby – and the place where the parents have grown up + template for the family activity on a topic	Example + template	Building on the child's work with the topic
EVERYDAY CONVERSATIONS	Tips for asking open questions	Tips sheet	Tips for how to ask questions that provide language practice
	Questioning game: 'What did you do today?'	Questioning game	Game/play activity, advice on conversation, time together
	Everyday conversations	Suggested routines	Advice on everyday conversation
STORYTELLING AND READING ALOUD	Fairytales and stories from the parents' childhood	Activity sheet	Talking about own childhood
	Books and discussion reading	Tips sheet	Reading
	Storytelling game with pictures	Game/play activity	Games/play activities
VOCABULARY AND TERMINOLOGY	Game with words	Game	Game-playing, word practice
	Tips for books	Tips sheet	Reading, word practice
	Template for turn-the-card game on a topic	Template	Playing, building on the child's experience
WRITTEN LANGUAGE	Multidansk.dk	Web	Learning, computer
	Word cards	Writing game	Writing, game-playing
	Pretend writing	Activity sheet	Learning, practising with child
PREPARATION FOR SCHOOL	Retell the story	Question sheet	Learning, practicing with child
	Conflict resolution	Question sheet	Learning to verbalise conflict
	Child's own ideas for activities	Question sheet	Planning activities at the weekend, in the holidays, etc.
GENERAL KNOWLEDGE	Glossary on Danish as a second language		
	Bibliography		

THEME 1

**Understanding
the world at large**

THEME 2

**Everyday
conversations**

THEME 3

**Storytelling and
reading aloud**

THEME 4

**Vocabulary and
terminology**

THEME 5

Written language

THEME 6

Preparation for school

THEME 7

General knowledge

**Glossary and
bibliography**

‘TREASURE HUNT’ IN LYNGBY – FIND 6 THINGS

WHAT TO DO:

With the ‘treasure map’ in hand, you can set out to discover Lyngby. Start by going to Location 1, and then go on to Locations 2, 3, 4, 5 and 6.

TRY TO COMPLETE THE TASKS AT THE VARIOUS LOCATIONS:

LOCATION 1: Lyngby station – can you find a lift?

LOCATION 2: Town Hall – how many floors are there?

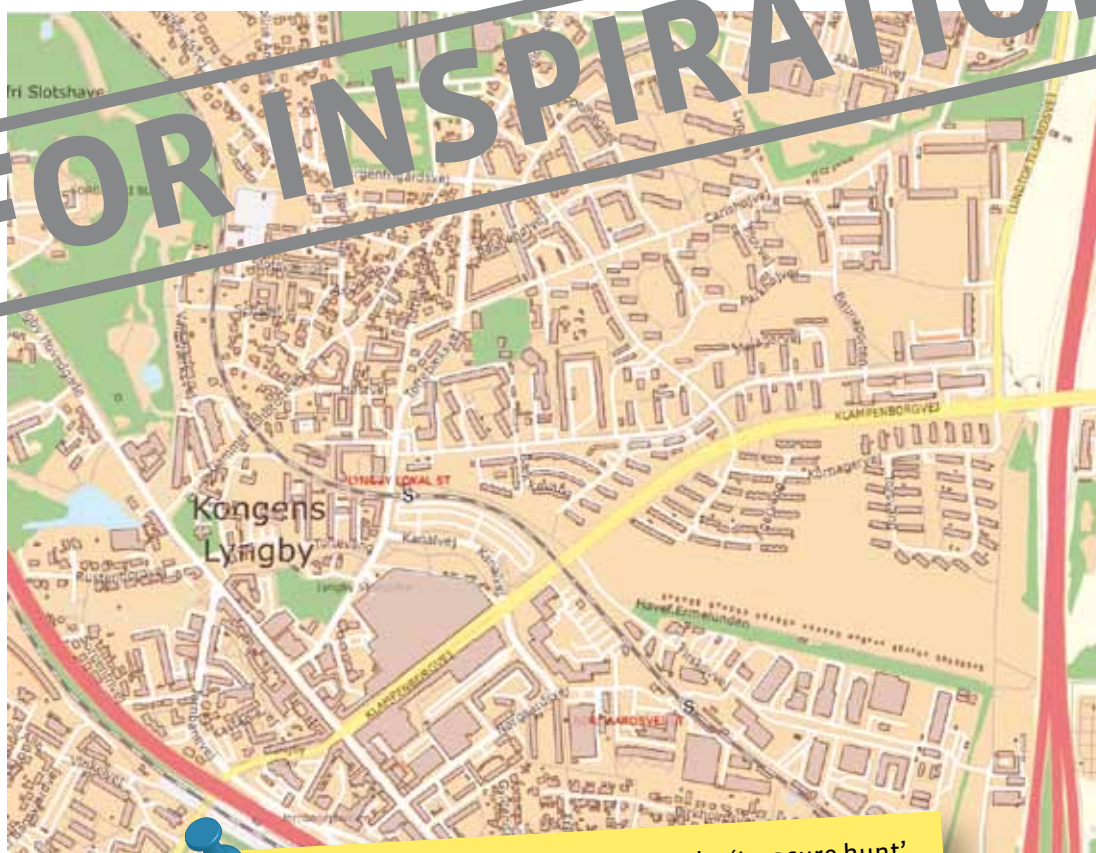
LOCATION 3: Library – can you find books in your mother tongue in the children’s library?

LOCATION 4: Mill – how many ducks can you find at the mill?

LOCATION 5: Fire station – what vehicles can you see inside the fire station?

LOCATION 6: Lyngby Stadium – what sports can you play?

FOR INSPIRATION



Contains data from the Danish Geodata Agency and Lyngby-Taarbæk Municipality, Mapio, January 2013

TIP: You could take photos during the ‘treasure hunt’,
e.g. with a mobile phone.

‘TREASURE HUNT’ – FIND 6 THINGS

WHAT TO DO:

With the ‘treasure map’ in hand, you can set out to discover Lyngby. Start by going to Location 1, and then go on to Locations 2, 3, 4, 5 and 6.

TRY TO COMPLETE THE TASKS AT THE VARIOUS POSITIONS:

LOCATION 1:

LOCATION 2:

LOCATION 3:

LOCATION 4:

LOCATION 5:

LOCATION 6:



TIP: You could take photos during the ‘treasure hunt’, e.g. with a mobile phone.

FREE ACTIVITIES IN LYNGBY

Here you will find inspiration for free activities in Lyngby where you and your children can enjoy yourselves and you can stimulate your children's language by talking about what you see and experience.

THE LIBRARY

Free children's theatre – you can get a brochure at the library or find out more at www.lyngbybib.dk. Children's books – in many different languages.



FOR INSPIRATION

PLAYGROUNDS

The Green Playground in Virum



MUSEUMS

The Open Air Museum – outdoor museum with old Danish houses, animals, etc.
Brede Works – museum and old factories in Lyngby



FREE ACTIVITIES

Here you will find inspiration for free activities in Lyngby where you and your children can enjoy yourselves and you can stimulate your children's language by talking about what you see and experience.

INSERT PHOTOS HERE:

NB: THIS PAGE IS AN EXAMPLE OF WHAT YOU CAN DO IN LYNGBY-TAARBÆK MUNICIPALITY.

THEME 1
Understanding
the world at large

SCULPTURES AROUND TOWN – TRY TO FIND THEM IN LYNGBY



FOR INSPIRATION



SCULPTURES AROUND TOWN – TRY TO FIND THEM

INSERT PHOTOS HERE:

OUR TOWN

HERE ARE SOME PLAY ACTIVITIES RELATING TO WHAT YOUR CHILD IS DOING IN DAYCARE.

The activities are about: OUR TOWN – LYNGBY

In daycare, I have learnt
about:

*(Here, the educator writes a few words or draws a
few pictures about the topic, e.g. houses, library,
town hall, shops)*



We have been on an outing in Lyngby, where we saw the town hall and the ice-cream parlour.

Family task 1

Photograph or draw your favourite places in Lyngby.

FOR INSPIRATION

Family task 2

Tell your child what the place where you grew up looked like.

Insert photos or, together with your child, draw various places from your childhood, e.g. the house where you lived and your school.

OUR TOWN

HERE ARE SOME PLAY ACTIVITIES RELATING TO WHAT YOUR CHILD IS DOING IN DAYCARE.

They are about: OUR TOWN _____

In daycare, I have learnt
about:

*(Here, the educator writes a few words or draws a
few pictures about the topic, e.g. houses, library,
town hall, shops)*

Family task 1

Photograph or draw your favourite places.

Family task 2

Tell your child what the place where you grew up looked like.

Insert photos or, together with your child, draw various places from your childhood,
e.g. the house where you lived and your school.

TOPIC

This is about:

TIPS

TIPS FOR EDUCATORS:

You can use the form to insert photos or drawings from a topic with which you are working and write down topic-related questions and tasks that the children and parents can tackle together at home.

TIPS FOR ASKING OPEN QUESTIONS

Your child can practise his/her language through conversations with his/her parents. A good way of starting a conversation with your child is to ask open questions.

Open questions are questions that your child cannot answer with “yes” or “no”. The aim is to get your child to talk about a play activity, an experience, etc.

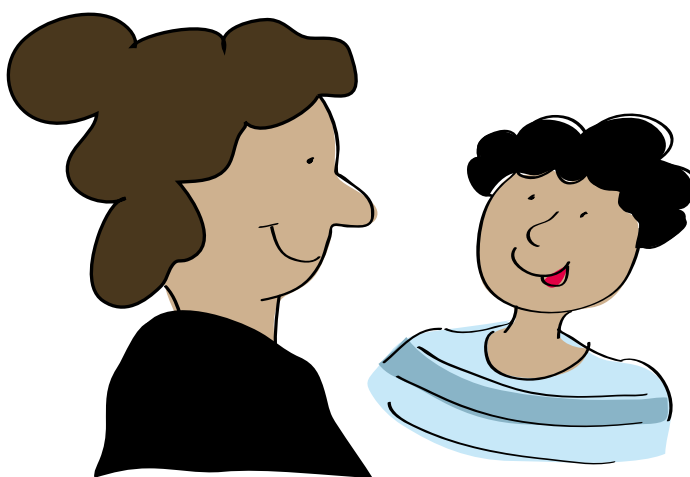
TIPS FOR OPEN QUESTIONS:

- What games did you play today?
- Who did you play with?
- What was fun about playing in the playground?

Listen carefully and give your child time to answer.

Show interest in what your child says and follow up your child’s answer with another question:

- What did you do then?
- What happened next?



TIP Watch a video clip on open questions at sprogpakken.dk:
www.sprogpakken.dk/foraeldre/video_Foraldresamarbejde_2.php

WHAT DID YOU DO TODAY?

Everyone in the family sits around a table with the question sheet in the middle. Read out the questions. Take turns answering the questions. Draw or write down your answers.

Duration: approx. 15 minutes.

All-play
Make up a question yourself ...

Children-only

If I could choose something that we could play or do together now, what would it be?

All-play

What am I looking forward to tomorrow?

Children-only

Draw something you played with today and talk about it.

Children-only

Who did I play with today?

All-play

What was the most fun thing you did today?






START

FINISH

Inspired by the Christmas game: What shall we do at Christmas? (www.legekufferten.dk)

EVERYDAY CONVERSATIONS

You can get your child to practise his/her language in many everyday situations. A good way for a child to practise language is to talk about what he/she does and experiences several times. You can use the memory aid: before-during-after.

BEFORE	DURING	AFTER
<p>CHILDREN'S TV: What are you going to watch on children's TV? Who did you like last time we watched children's TV?</p>	<p>Watch children's TV. Talk about what you are watching.</p> 	<p>Do you remember when...?</p>
<p>MEALTIMES: What shall we make for dinner tonight? What ingredients do we need?</p>	<p>Talk about what you are doing and what ingredients and utensils you are using.</p> 	<p>While you are eating: Talk about the ingredients you used to make the dinner, how you made it and what it tastes like.</p>
<p>SHOPPING: Talk about what you are going to buy.</p>	<p>Talk about what you put into the shopping basket.</p> 	<p>Talk about what you have bought as you put things away in the fridge or cupboards.</p>
<p>IN THE PLAYGROUND: Talk about what you are going to do in the playground and what was fun last time you went there.</p>	<p>Play and talk about what you are doing.</p> 	<p>Talk about what you did in the playground and what was fun.</p>
<p>CLOTHES: Talk about what your child is going to wear.</p>	<p>Talk about the clothes as your child puts them on.</p> 	<p>Talk about the clothes on the way to daycare.</p>

TALK ABOUT YOUR CHILDHOOD AND TELL FAIRYTALES

Your child develops his/her language by hearing stories and fairytales, and at the same time you have the opportunity to share some of your experiences and the stories you heard when you were a child.

Here you can get ideas for what you can tell your child about:

STORIES FROM YOUR CHILDHOOD

- ▶ Family – mother, father, sister, brother, grandparents, uncles, aunts, cousins
- ▶ Everyday life in your childhood – What did your mother and father do? Where did you live?
- ▶ Leisure – sport, drawing, reading, toys, games
- ▶ School – experiences, lessons, teachers, schoolfriends
- ▶ Fun experiences
- ▶ Weddings, parties, christenings and funerals.

FAIRYTALES

If you can remember any fairytales you were told as a child, try telling them to your child.

You can also tell them nursery rhymes and sing children's songs from your childhood.



It is good for your child's language development for you to read books.

It is a good idea to read aloud and at the same time talk about what happens in the book and what the pictures show. This is called discussion reading. Listen and give your child plenty of time to talk. Talk about what some of the words are in different languages.

Here are some suggestions for what you can do when reading aloud:

TIPS FOR DISCUSSION READING:

Look at the front of the book and talk with your child about the picture and the title.

➤ Ask: What do you think the book is about?

Read 1-2 pages aloud. Stop and discuss what has happened in the story.

➤ Ask: What do you think will happen next?

Talk about different words and people in the story, what they mean, etc.

➤ What is the opposite of ...?

➤ What is a ...?

➤ Who did ...?

TIPS FOR READING ALOUD:

- Read regularly – preferably only a little at a time.
- Consider re-reading the same book again and again.
- You can also read aloud from things other than books, e.g. TV, computer, mobile phones, road signs and milk cartons.
- Explain difficult words to your child.

TIPS FOR PARENTS:

At the local library, you can borrow picture books in Danish. You can also borrow books in many other languages. Ask the children's librarian about ordering books from www.statsbiblioteket.dk/SBCI.

You can also ask the educators to recommend books for reading aloud that your child might be interested in.



STORYTELLING GAMES WITH PHOTOS

Look at photos in a photo album or photos of family members and family occasions. (Alternatively, you could look at drawings that your child has produced.)

Ask your child:

- What are you doing in the photo?
- What was happening?
- What was fun?
- What did you find amazing?

TIPS

FOR EDUCATORS

You can print out photos of an experience the child has had in daycare. Give them to the parents to take home and ask the child to talk about the experience from the photo.



GAMES WITH WORDS

GUESSING GAME AND INSTRUCTIONAL GAME

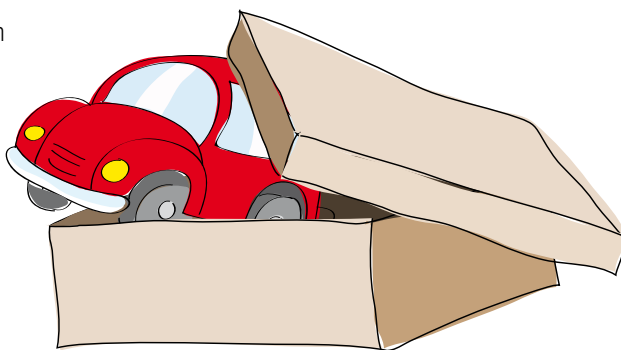
WHAT TO DO:

Hide something at home in a box or bag or under a cloth.

Now your child has to guess what you have hidden.

You can help the child to guess. For example, if you have hidden a car, you can say:

- It is something that can be driven
- It is red
- It has lights
- It has an engine



THE THRONE

WHAT TO DO:

Place a stool on the floor.

Tell your child that in the game you are the king or queen and that he/she has to do everything that you say. For example:

- Stand in front of the throne!
- Lie down under the throne!
- Stand behind the throne
- Stand next to the throne
- Stand on the throne

Then you can swap so that your child is the king or queen and tells you what you have to do.



Ask the daycare educators what books they are reading at the moment and which book your child is particularly interested in.

At the local library, you can borrow a lot of different children's books:

- Picture books
- Books of nursery rhymes
- Fairytales
- Non-fiction books on e.g. wildlife, animals, the circus, knights, volcanoes, technology, etc.
- Fantasy
- Quiz books
- Audio books

You can also borrow books in many different languages. Ask the children's librarian to order books from www.statsbiblioteket.dk/SBCI.

You can also ask the educators to recommend books for reading aloud that your child might be interested in.

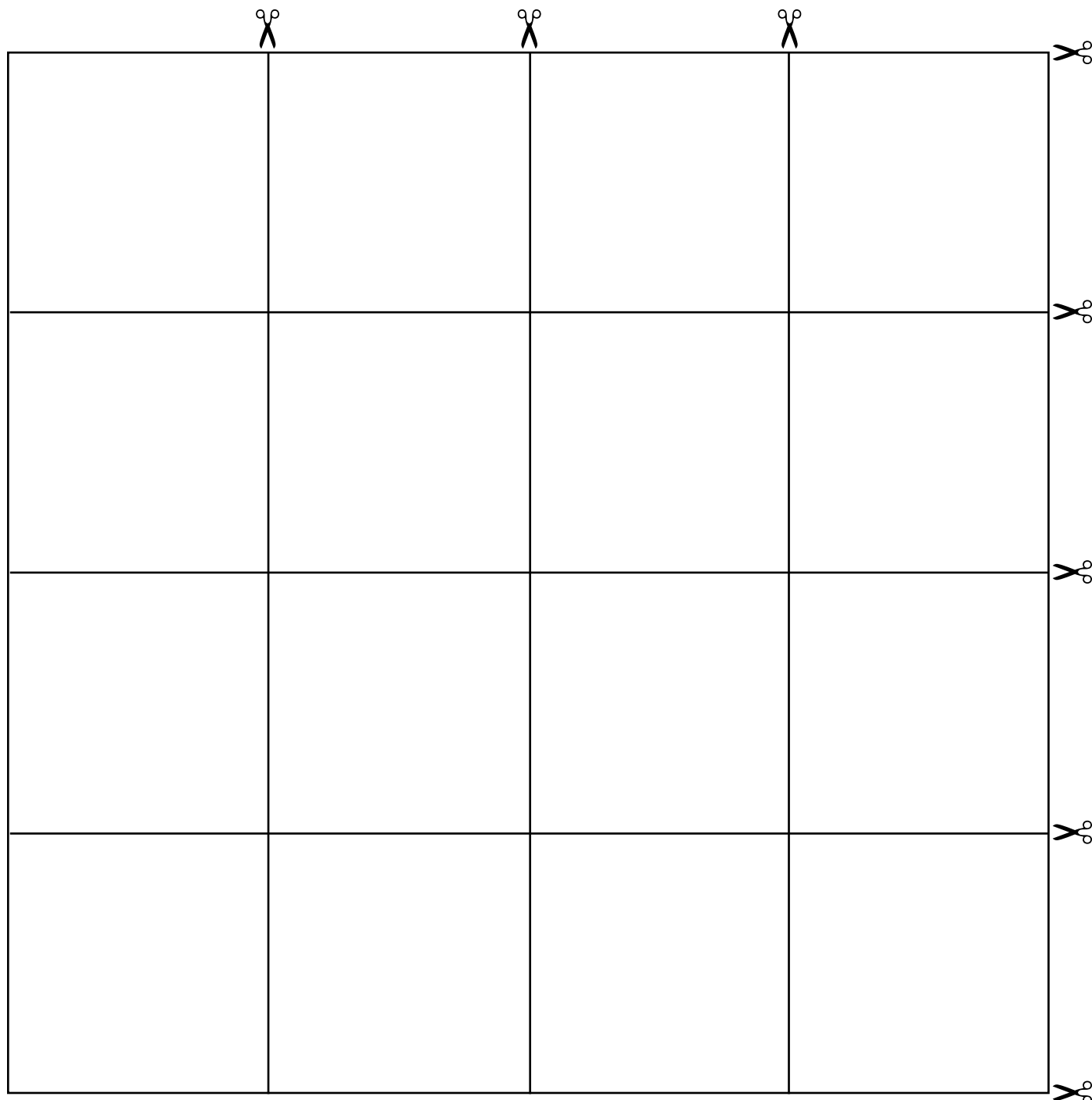
TIPS

FOR EDUCATORS:

You can print out pictures of an experience the child has had in daycare, then label the photos and put them in a folder that the parents can take home.



TEMPLATE FOR TOPIC-RELATED TURN-THE-CARD GAMES



TIPS

FOR EDUCATORS:

You can insert photos or drawings from a topic you are doing and make a turn-the-card game that the children can take home and play with their parents.

WEBSITES AND APPS FOR COMPUTER, TABLET AND MOBILE PHONE:

Suggestions for educational and fun websites for children:

- Multidansk.dk
- Dr.dk/Oline

Apps for tablet and mobile phone:

You can find lots of fun and educational apps for tablet and mobile phone, and new free apps are being created all the time. For example, at lege-apps.dk search “alphabet” or “mathematics” and see which apps come up.

Sit down with your child and ask him/her about what you are doing on your tablet or mobile phone.



WORD CARDS

You can make word cards and stick them on various things at home, e.g. furniture. Your child will discover that all objects are words in both speech and writing. You can also draw a picture of the object on the word card.

For example, you could have a card that says:

- **SOFA** above the sofa
- **DOOR** on a door
- **TABLE** on a table



Game with word cards:

- Make word cards for the room where your child sleeps.
- Place the word cards in a small box.
- Play a game where you help your child to stick the cards in the right places.

PRETEND WRITING

Here are some suggestions for how you can help your child to pretend-write. Pretend writing is scribbling or squiggling. Pretend writing is the child's first attempt at expressing himself/herself in writing. It is good preparation for school, when the child will have to learn to write proper letters and read.

When your child is pretend writing, it is important that you do not correct him/her. It is about your child having an experience of written language, not about learning to read or write correctly.

For example, you can do pretend writing with your child as follows:

- Make a drawing where your child writes who it is you are writing to
- Write and draw a wish-list
- Write down scores when you play a game or have competitions
- Write a shopping list
- Write a postcard or letter to a friend or family member
- Write down the names of football players
- Write stories on tablet and computer. To find apps where you can write short stories and practise pretend writing, you can search "write" and find many different apps.
- Send an e-mail or SMS

You could talk about what sounds words begin with or what sounds they contain.



Collo, a boy aged 4 1/2 with a Turkish background, has drawn a treasure map and written a story about how he, in the small green car, finds the way to the treasure (it is hidden in the green rectangle).

RETELL THE STORY

One of the things you can do with your child to prepare him/her for school is retelling a story.

WHAT TO DO:

Read aloud a book that your child likes.

Talk about the book.

Let your child retell the story.

You could help by asking questions like:

- Who was in the story?
- How did the story begin?
- What happened then?
- How did the story end?
- What do you think happened next?



CONFLICT RESOLUTION

As preparation for school, you can practise conflict resolution with your child.

You can train your child to express his/her feelings, needs and actions without reproaching others and at the same time listening to what others are experiencing and feeling.

WHAT TO DO:

Når du oplever, at dit barn har en konflikt med dig eller fx en bror, søster eller legekammerat, kan du prøve at bruge disse spørgsmål:

1) FACTS:

➤ What happened?

2) EXPERIENCES/FEELINGS:

➤ How do you feel about what happened?

3) NEEDS:

➤ Why do you feel like that?

4) ACTION:

➤ What can we do about it?



THE CHILD'S OWN IDEAS FOR ACTIVITIES

In school, your child will have to be able to suggest and explain his/her own ideas for activities, and you can help your child to practise formulating ideas, arguments, etc.

WHAT TO DO:

You can begin by asking your child whether he/she has any suggestions for what you should have for dinner or which book you should read. For example, give your child three suggestions to choose from.

When your child is ready, you can help your child to suggest more important things, e.g. what you should do at the weekend or in the holiday. You can use the questions here in the sheet to help your child describe and explain what he/she would like to do.

1) COME UP WITH AN IDEA. ASK E.G.:

- What would you like to do at the weekend?

2) DESCRIBE WHAT THE IDEA IS. ASK E.G.:

- What are we going to do?
- What will we need?
- Who will be with us?

3) LET YOUR CHILD PRESENT HIS/HER ARGUMENT. ASK E.G.:

- Why do you think it's a good idea?
- What if someone doesn't want to do it?
- Why will it be fun?
- Is there anything that could go wrong?

4) PLAN. ASK E.G.:

- What would we prepare before the weekend?
- What can you do?
- What can we do together?

GLOSSARY

OF DANISH AS A SECOND LANGUAGE

MOTHER TONGUE

This is the language or languages that the child learns first and generally learns at home. Often it is the language that the family members speak among themselves. A child may have one or more mother tongues if, for example, the father and mother each speak their own language with the child and the child develops both languages in parallel. The mother tongue is also referred to as the child's first language.

DANISH AS A SECOND LANGUAGE

The second language is the language that the child learns after having learnt his/her mother tongue. "Second" therefore reflects the sequence in which the child has learnt the language, but in fact it could be the child's third language if, for example, he/she has two mother tongues. The second language is the language that is the majority language or national language of the community in which the child lives. In Denmark, this is Danish.

FOREIGN LANGUAGE

This is a language that a child typically learns by studying in a country other than where the language is spoken as a mother tongue. For example, English, which children in Danish schools learn as a foreign language.

BEING BILINGUAL

This is a term denoting that the child uses two or more languages. It does not denote the child's language competence; the child may well have an equal command of both or all his/her languages. Generally, the child can express himself/herself with greater competence in one language than in another, depending on the language environment in which the child finds himself/herself. For example, Danish in kindergarten and Somali in the home.

INTERMEDIATE LANGUAGE

This is a language with its own rules that is still undergoing change. You could say that it is a language along the path of the child's efforts to develop a new language such as Danish. The child's language will be characterised by mistakes, but this is how the child tests and develops his/her language as he/she gains new language experiences.

DOMAIN LANGUAGE

A term indicating that a given domain (place), e.g. the daycare centre or home, is associated with a dominant language, e.g. Danish in the daycare centre.

CODE SWITCHING

When a child switches between two or more languages in a conversation or statement, this is called code switching. This is a deliberate choice that the child makes in order to maintain a given communication with people who have the same language as the child.

Find out more about language in:

**'Dansk som andetsprog. Pædagogiske og didaktiske perspektiver',
Lars Holm and Helle Pia Laursen, 2010, Dansklærerforeningens Forlag**

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SOURCES FOR SPECIFIC TEXT AND ACTIVITIES

THEME 2: EVERYDAY CONVERSATIONS

What did you do today? (page 20)

Inspired by the Christmas game: What shall we do at Christmas?
(www.legekufferten.dk)

THEME 3: STORYTELLING AND READING ALOUD

Tips for discussion reading (page 23)

Inspired by Sprogpakken.dk

THEME 6: PREPARATION FOR SCHOOL

Conflict Resolution (page 33)

Inspired by dcum.dk

Dette er en af tre mapper til dagtilbud, dagpleje mv., der arbejder med tosprogede børns sproglige udvikling og forældresamarbejde.

Serien af mapper består af:

- **Sprogstimulering i dagtilbud**
Mødeguide og dialogværktøjer til sprogstimulering af tosprogede børn i dagtilbud
- **Sprogstimulering og forældresamarbejde**
Mødeguide og værktøjer til samarbejde med og inddragelse af forældre til tosprogede børn i dagtilbud
- **Sprogstimulering i hjemmet**
Inspirationskatalog med idéer og værktøjer til forældre til tosprogede børn i dagtilbud

Mapperne er udviklet som en del af projektet 'Sprog er en gave – samarbejde med tosprogede forældre til børn i dagtilbud'. Målgruppen er tosprogede børn i alderen 3 år til skolestart. Mappen er udviklet i 2013 af Mette Wybrandt (Amondo) i samarbejde med tosprogskonsulent Beata Engels Andersson. Desuden har pædagoger og ledere fra dagtilbud i Lyngby-Taarbæk Kommune samt forældre til tosprogede børn været inddraget i udviklingen.

Projektet har modtaget økonomisk støtte fra Social-, Børne- og Integrationsministeriet.

Mapperne kan downloades fra Social-, Børne- og Integrationsministeriets hjemmeside: www.sm.dk

