# Instructions

To view this presentation correctly:

1. You need to **PLAY** this presentation in **Slide Show Mode** on a PC compatible computer or run this presentation on a Mac computer using a PC emulator.

2. Click on a speaker icon to hear a recording.

3. Some images are linked to videos. Special instructions will direct you to click on an image to view a video.

4. Some slides include both voice recordings and video. You will need to click and listen to both.
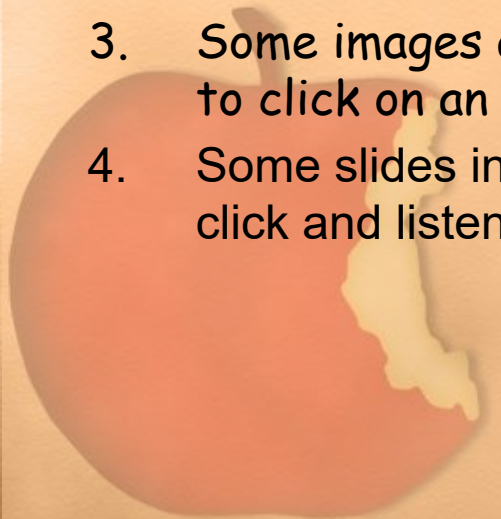
Module 2:

Language Development

Objectives

- Language Development
- Read Alouds and Vocabulary
- Conversations and Questioning
- Scaffolding

What is Language Development?

- Language is the process of speaking and listening to communicate meaning.

- Children learn language as they interact with responsive adults and peers and experience language use in meaningful contexts.

Language Development

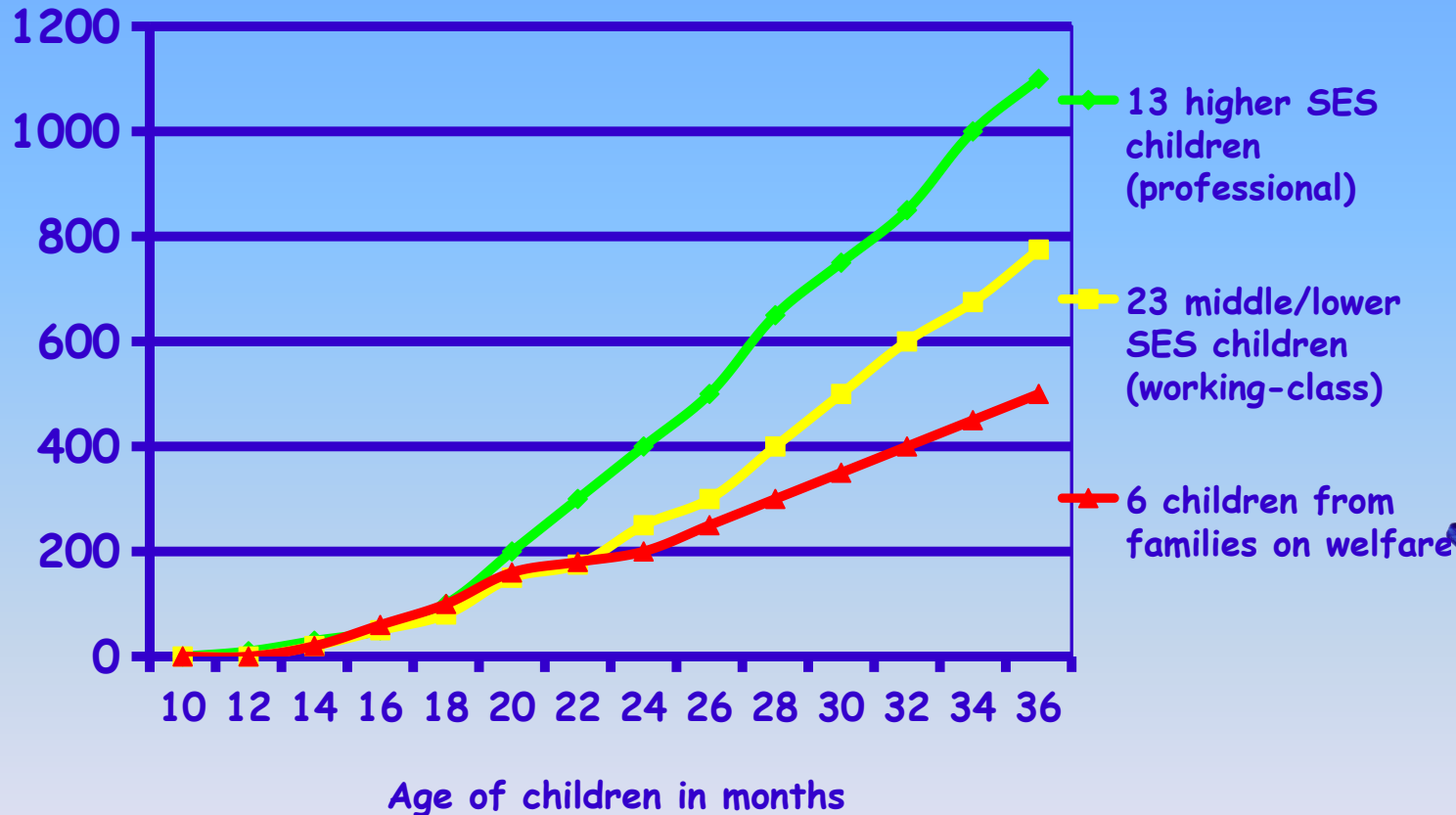**Receptive language –** the mental store of words and phrases children can understand when heard in context.

Language is used to express and understand words.

Expressive language – the words children use to express themselves.

Close Vocabulary Gap

13 higher SES children (professional)

23 middle/lower SES children (working-class)

6 children from families on welfare

Age of children in months

Y-axis: 0, 200, 400, 600, 800, 1000, 1200

X-axis: 10 12 14 16 18 20 22 24 26 28 30 32 34 36

Meaningful Differences in the Everyday Experience of Young American Children by Hart & Risley (1995)
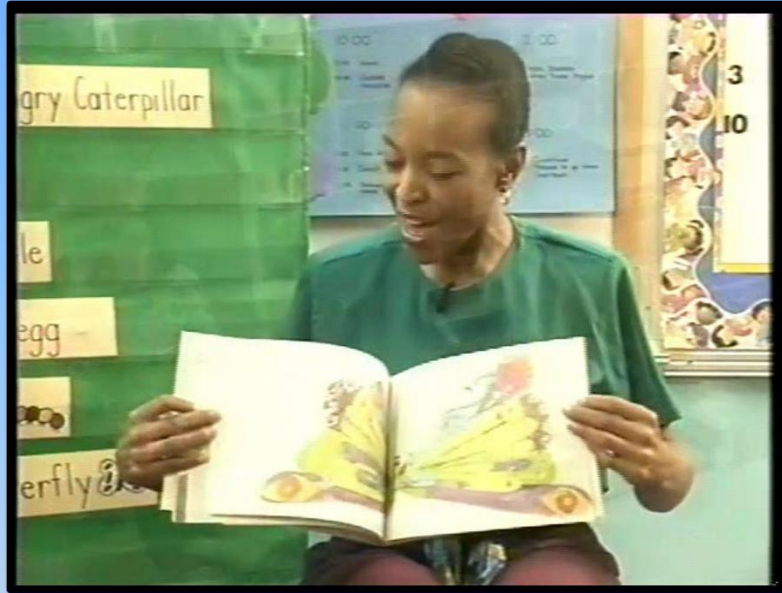
Language Rich Classroom

Click on the image to play the video.

- Daily Read Aloud sessions
- Ask open-ended questions
- Encourage children to describe events and tell stories-- conversations
- Model the use of new words
- Discuss word meanings

Daily Read Alouds

Click on the image to play the video.

Why?
Strengthen language skills and improve vocabulary development

When?
Anytime

How?
Show excitement and enthusiasm

Questioning

Close-ended questions
- Require children to give a one word answer
- Can be answered with yes or no
- Only one correct answer

Examples:
- What color is the dog?
- Do you like pizza?
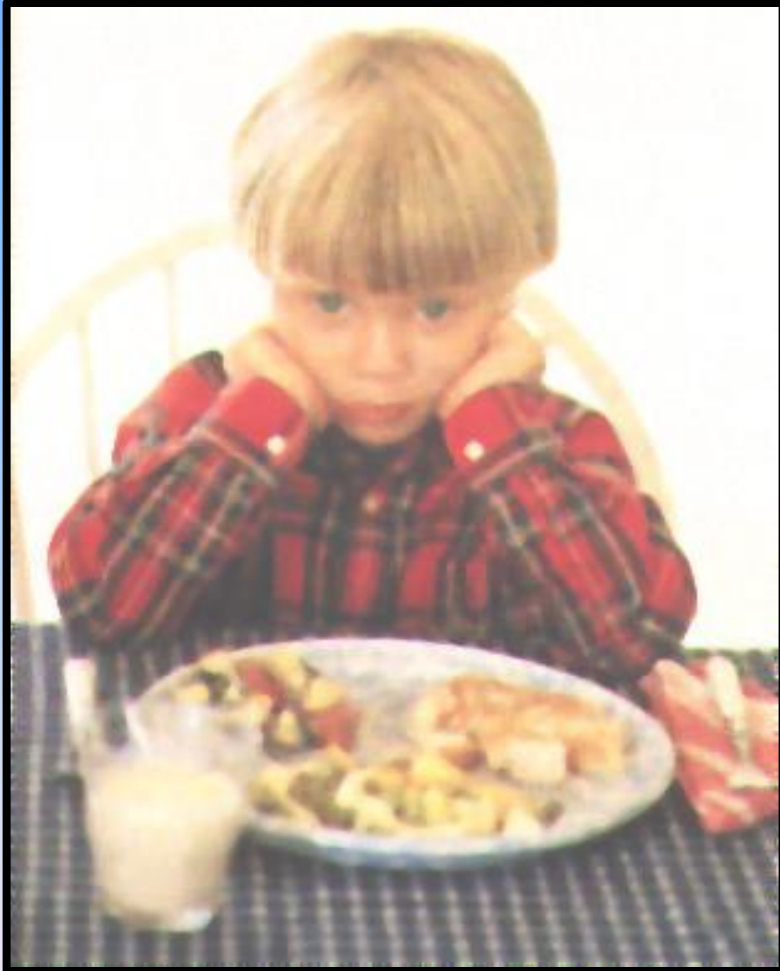
Open-ended questions
- Requires children to think at a higher level
- No one correct answer

Examples:
- Why did your dog chase the cat?
- What do you like to eat for lunch?

Questioning Strategies

- Can you tell me something about this photo/picture?
- Who/what is in the picture?

- Describe what's happening here?
- Have you ever had to eat something you didn't like? Tell me about it.

- What do you think will happen if the little boy doesn't eat his food?
- If you could plan a meal, what foods would you choose?

Questioning Practice

Think of a closed-ended question.

Example: What color is your shirt?

Think of an open-ended question.

Example: What's happening in your book?

Conversations

Conversations

- take time
- should have 3-5 turns
- both people talking

Conversations

- Arrival
- Circle Time
- Centers/Small Group Time
- Outside Play
- Meal Time

Learning New Words

Click on the image to play the video.

- Preschool children should learn 3-4 new words per day
- Include both modeling and discussing word meanings
- Repeated exposure to new words in multiple activities
- Props to introduce words
- Have activities in centers match the theme
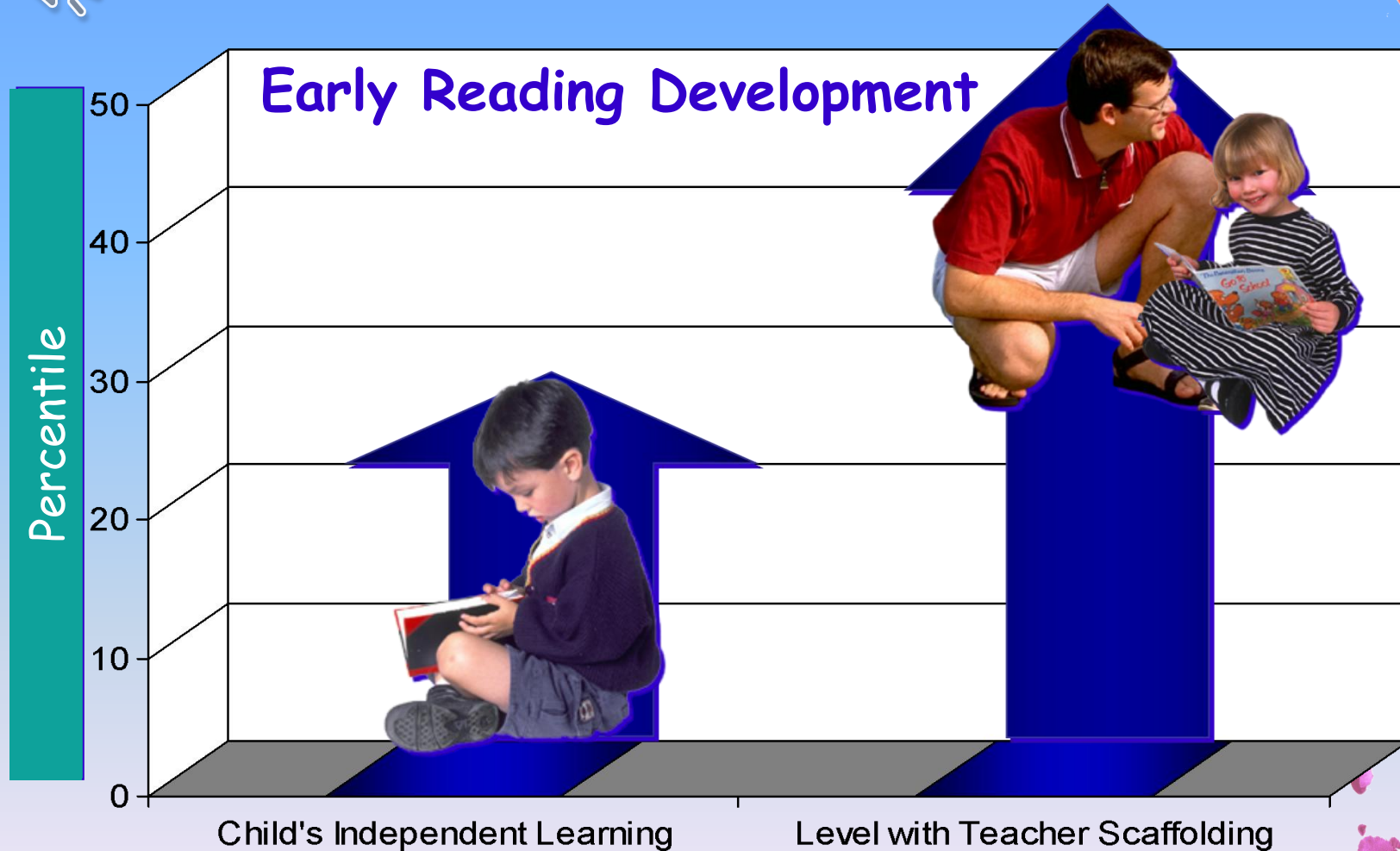- Revisit words previously introduced
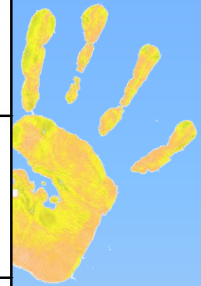
Scaffolding Technique

Click on the image to play the video.

Guide and support children's language learning. Build on what the child is already able to do.

Scaffolding Building Language

Early Reading Development

Percentile

50

40

30

20

10

0

Child's Independent Learning

Level with Teacher Scaffolding

Small Group Language

Click on the image to play the video.

- Allow 7-9 minutes per small group lesson
- Model and discuss new words in small group
- Have children define the words in their own terms

Scaffolding Throughout the Day

Click on the image to play the video.

- Model use of new vocabulary words
- Encourage children to use the new words
- Give children adequate response time
- Wait 3-5 seconds before rephrasing a question
- Can be applied to all areas of education

Self Assessment Time

Think about your language development practices.

- What do you do to improve your students' vocabulary?

- When and how do you converse and question your students?

- Do you practice scaffolding?

Go back through the slides and make note of everything else you need to check.

- What changes do you think you could make to improve your practices?

JEOPARDY

You must score at least 200 points to attain a minimum level of proficiency for this self-paced and self-scored assessment.

Keep track of your own score. Have fun!

Language	Vocabulary	Questioning	Converse	Scaffolding
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Language – 10 Points

QUESTION:

What is the foundation for learning to read and write?

ANSWER:

Oral language is the foundation for learning to read and write.

Back to Board

Click on the cartoon to reveal questions and answers.

Language – 20 Points

QUESTION:
  What is the term used to define the mental store of words and phrases children can understand when heard in context?

ANSWER:
  The term is called, "receptive language".

Click on the cartoon to reveal questions and answers.

Language – 30 Points

QUESTION:
What is the term used to define the words children use to express themselves?

ANSWER:
The term is called, "expressive language".

Back to Board

Click on the cartoon to reveal questions and answers.

Language – 40 Points

QUESTION:

How do children learn language?

ANSWER:

Children learn language as they interact with responsive adults and peers.

Click on the cartoon to reveal questions and answers.

Language – 50 Points

QUESTION:

What is language?

ANSWER:

Language is the process of speaking and listening to communicate meaning.

Back to Board

Click on the cartoon to reveal questions and answers.

Vocabulary – 10 Points

QUESTION:

When is it appropriate to conduct a read aloud to help children increase their vocabulary?

ANSWER:

Anytime is a good time to have a read aloud.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

By what age does vocabulary development become significantly different between children of higher and lower socio-economic families?

ANSWER:

Significant differences in vocabulary become apparent when children reach the age of 3 years.

Back to Board

Click on the cartoon to reveal questions and answers.

Vocabulary – 30 Points

QUESTION:

What is the approximate vocabulary gap between higher socio-economic school children and children from families on welfare?

ANSWER:

Children from higher socio-economic families know an average of 1100 words. Children from families on welfare know an average of 500 words. The gap is approximately 600 words.

Back to Board

Vocabulary – 40 Points

QUESTION:

Name at least three activities a teacher can implement to help children increase their vocabulary.

ANSWER:

Teachers can: perform daily read aloud sessions, ask open-ended questions, encourage children to describe events and tell stories, model the use of new words, and discuss word meanings.

Back to Board

Click on the cartoon to reveal questions and answers.

Vocabulary – 50 Points

QUESTION:

What is one way teachers can build vocabulary during read aloud?

ANSWER:

Teachers can build vocabulary by talking about words with similar meanings (i.e. cocoon and chrysalis).

Back to Board

Click on the cartoon to reveal questions and answers.

Questioning – 10 Points

QUESTION:

True or false, asking questions is an important part of a language rich classroom.

ANSWER:

True, asking questions is an important part of a language rich classroom.

Click on the cartoon to reveal questions and answers.

QUESTION:

True or false, open-ended questions always have one correct answer.

ANSWER:

False, open-ended questions may have multiple correct answers.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:
Single word answers are the result of what type of question?

ANSWER:
Single word answers are the result of close –ended questions.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

What type of question requires a child to think at a higher level?

ANSWER:

An open-ended question requires a child to think at a higher level.

Back to Board

Click on the cartoon to reveal questions and answers.

Questioning – 50 Points

QUESTION:

"Is it cold outside?" is an example of what type of question?

ANSWER:

The example above is an example of a close-ended question.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

True or false, teachers should only allow children to converse with the teacher.

ANSWER:

False, a teacher should allow opportunities for children to talk with the teacher and peers throughout the day.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

How many turns are needed to have a conversation?

ANSWER:

A conversation should have at least 3-5 turns.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

What time of the day is overlooked as an opportunity to engage children in conversation?

ANSWER:

Mealtime is often overlooked as an opportunity to engage children in conversation.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

Name at least three conversation opportunities during a regular school day.

ANSWER:

During a regular school day, a teacher can engage children in conversation during: arrival, circle time, centers/small group time, outside play, and meal time.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

True or false, a conversation between two children occurs when they are both talking at the same time.

ANSWER:

False, a conversation between two children occurs when both children share turns in talking but not at the same time.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

What is the term for building on what the child is already able to do?

ANSWER:

The term is "Scaffolding".

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

True or false, children should be encouraged to relate new words taught to their own experiences.

ANSWER:

True, a child should be encouraged to relate new vocabulary to their own experiences.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

True or false, children are able to learn without the teacher's help.

ANSWER:

True, children are able to learn without the teacher's help but they will reach a higher level of understanding with the help of an adult.

Back to Board

Click on the cartoon to reveal questions and answers.

Scaffolding – 40 Points

QUESTION:

What are three steps a teacher can take to scaffold children's understanding?

ANSWER:

Scaffolding occurs when the teacher: models the use of new vocabulary words, encourages children to use a new word, gives children adequate response time, waits 3-5 seconds before rephrasing a question, applies these techniques to all areas of education.

Back to Board

Click on the cartoon to reveal questions and answers.

QUESTION:

If a child is not able to define a word verbally, what should a teacher do?

ANSWER:

When a child is having problems defining a word verbally, a teacher should ask the student to physically demonstrate or act-out what they think the word means.

Back to Board

Click on the cartoon to reveal questions and answers.