

Supporting Children's Language Development

Instructor Guide

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Supporting Children's Language Development



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Agenda



- Add

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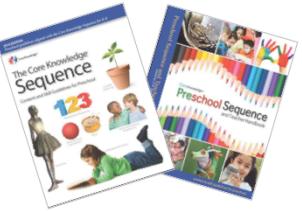
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Key Points:

1. CKLA-PreK is designed with two over-arching goals in mind: build knowledge and build language to support literacy.
2. Over the next two-days we will dive into the materials to see how these goals are accomplished.
3. Our agenda for the workshop is...

Core Knowledge Preschool

The Core Knowledge Preschool Sequence Core Knowledge Language Arts Preschool




 Download the Sequence www.coreknowledge.org/download-the-sequence

 Download CKLA www.coreknowledge.org/ckla-files

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Key Points

1. The Core Knowledge Preschool Sequence outlines a cumulative and coherent progression of knowledge and skills in all developmental areas and integrates developmentally appropriate practices for both content and instruction.
2. It provides a framework for developing preschool curricula and activities that meet the needs of typically developing 3- to 5-year old children.
3. The *Core Knowledge Language Arts Program for Preschool* includes a carefully sequenced scope of lesson plans and activities aimed at addressing all of the Language and Literacy skills from the Core Knowledge Preschool Sequence.
4. Both the Sequence and CKLA provide guidance for supporting oral language skills for young children.

Learning Objectives

In this workshop participants will:

- Gain a deeper understanding of how to plan and set up preschool learning environments that support emergent literacy and foster active learning.
- Acquire strategies for creating developmentally appropriate print-rich environments that facilitate meaning, support diversity and promote literacy development.
- Create a language and literacy based dramatic play lesson plan

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Key Points:

1. This workshop is designed to provide participants with a deeper understanding of language development and how to support early learners.
2. *Review objectives...*



Key Points:

1. Let's spend a few minutes reviewing what research tells us about language development.

Image Credit: (baby) © [Samuel Borges Photography](#)/Shutterstock; (child) [Gelpi JM](#)/Shutterstock

Language Development is Both a Biological and a Social Process

Regardless of country or culture, all children seem to progress through certain universal stages & patterns of language development



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Key Points:

1. What we know from research is that language development is both a biological process (hardwiring of the brain) but also a social process (dependent on the interaction of the baby-child with others who model and reinforce language learning.)
2. The human brain seems to be “hardwired” for language at birth.
3. Each baby’s brain is primed to detect the speech sounds of every human language.
4. Regardless of country or culture, all children seem to progress through certain universal stages & patterns of language development
5. By the time that children enter school, there are qualitative differences in children’s language competence
6. Different language experiences during the early childhood years produce different degrees of language competence
7. We also know that , oral language competency during the early childhood years is strongly predictive of future academic success.

Sources for learning more:

1. McGuinness, D. *Growing a Reader from Birth: Your Child’s Path from Language to Literacy*. New York, NY: W.W. Norton and Company, 2004.
2. Hart, B. & Risley, T. *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore, MD: Paul H. Brookes, 1995.
3. Hart, B. & Risley, T. *The Social World of Children Learning to Talk*.

Meaningful Differences in Vocabulary



- The **numbers** of words heard
- The **richness** of the language heard
(different words, multi-clause sentences, verb tenses, types of sentences)

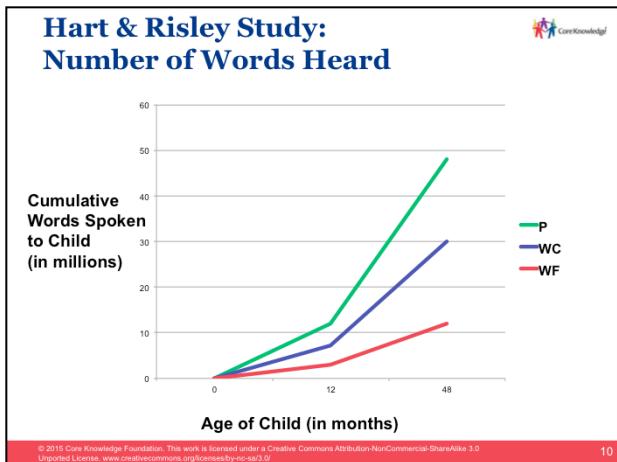
Hart, B. & Risley, T. *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore, MD: Paul H. Brookes, 1995.

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Key Points:

1. In 1995, researchers Betty Hart and Todd Risley published a book called *Meaningful Differences*, that detailed the findings of their research.
2. In their study, researchers obtained permission at birth to follow a group of children as they developed through the preschool years. The researchers deliberately studied children from different socioeconomic levels—professional families, working class families, and welfare families. Researchers visited these families at home, once a month, from birth through the preschool years. During each monthly visit, they videotaped interactions with the children and other families. They accumulated extensive data over several years.
3. The researchers found significant differences among the children and families in a number of variables:
 - The sheer number of words that different children heard
 - The richness of the language heard
 - The emotional tone (positive or negative) of the language heard



Key Points:

1. Hart and Risley documented significant differences in the number of words children heard according to socioeconomic level.
2. The vertical axis of this graph represents the number of words heard, the horizontal axis represents the children's age during each observation period. The children in the professional families consistently heard significantly more words than children in the other SES families.
3. While children in working class families heard fewer words than those in professional families, they still heard more than the children in welfare families, who heard the least of all.
4. The implications of the Hart and Risley study are enormous. Extrapolated over time to the point at which children enter kindergarten, Hart and Risley have estimated enormous difference in the vocabulary development of children of different socioeconomic levels.
5. “In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in working-class family 26 million words, and an average child in a welfare family, 13 million words.”
6. What is the significance of this research? We know that children learn language and words based on what they hear. In fact, we know that children must hear words used over and over in meaningful contexts in order to learn new vocabulary.

Meaningful Differences



The **number of words per hour** heard at age 3 was strongly related to the child's:

- rate of vocabulary growth,
- vocabulary use,
- IQ.

Rate of vocabulary growth at age 3

- was strongly predictive of language development and reading comprehension in third grade

Quantity and richness of language heard at age 3

- was strongly predictive of language development in third grade.

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Key Points:

1. Hart and Risley also reported some astounding implications of these varying levels of language exposure.

The **number of words per hour** heard at age 3

was strongly related to the child's: rate of vocabulary growth, vocabulary use, and IQ.

Rate of vocabulary growth at age 3

was strongly predictive of language development and reading comprehension in third grade

Quantity and richness of language heard at age 3

was strongly predictive of language development in third grade.

2. So, what are the implications of this research on how we should go about teaching vocabulary to children?
3. As this research suggests, much of our word learning occurs implicitly, through exposure, rather than sole through explicit teaching.

Richness of Language According to Parent SES

Professional parents used more...

- Nouns and modifiers
- Past and future verb tenses
- Multi-clause sentences
- Questions



Working class & welfare parents used more...

- Imperatives & prohibitions



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Key Points:

1. Hart and Risley Study (continued)
2. Not only were there differences in the sheer number of words children of different SES levels heard, there were differences in the quality of the language children heard. Children in the professional families heard much more complex language than the other children. Review bulleted examples.

Image Credit: (family eating dinner) © [Monkey Business Images](#)/Shutterstock; (parent scolding) © [Tomasz Trojanowski](#)/Shutterstock

What Does Research Tell Us About Language Development?

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- By the time that children enter school, there are **qualitative differences** in their language competence
- Oral language competency during the early childhood years is **strongly predictive of future academic success**

McGuinness, Diane. *Growing a Reader from Birth: Your Child's Path from Language to Literacy*. W.W. Norton, 2004

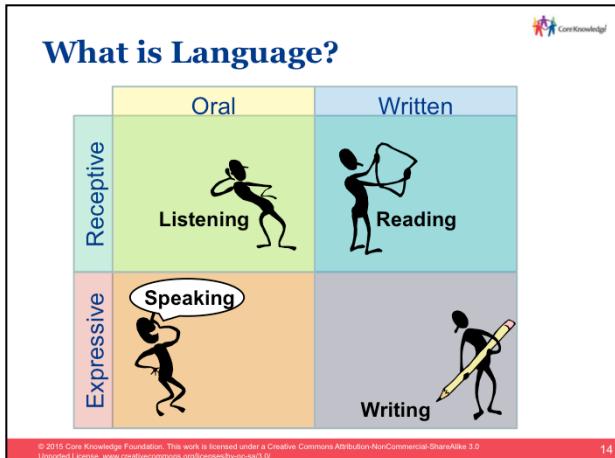
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Key Points:

1. Review bulleted items on this page as evidence that the process of language development is not strictly biological, but also social—if it were only biological, children would enter Kindergarten with similar language skills.
2. Different language experiences during the early childhood years produce different degrees of language competence
3. Also call attention to the book by Diane McGuiness (*Growing a Reader from Birth: Your Child's Path from Language to Literacy*). Tell participants that this book is a fascinating description of early language development and the role it later plays in children's academic success in school.

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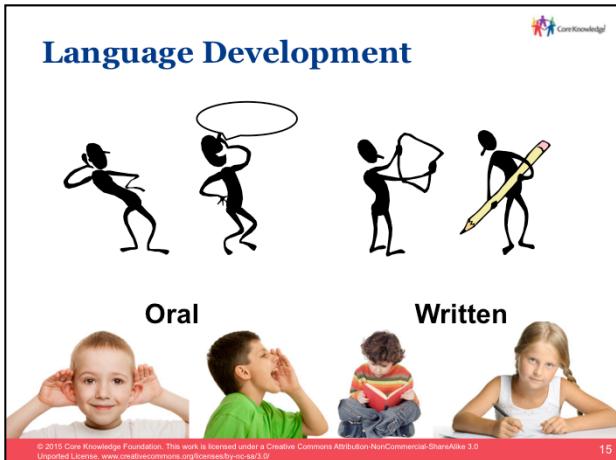


Key Points

1. Language can be oral or written.
2. Unfortunately, traditional language arts instruction has typically paid little attention to listening and speaking.
3. This failure to focus on the development of oral language in language arts instruction is a serious oversight. The ability to read and write written language, is highly correlated with students' oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is essential that children build listening and speaking competency while also developing reading and writing skills.
4. Linguists distinguish between receptive and expressive language.
5. Receptive language is language that we take in, process and understand.
6. We receive or take in oral language through listening. (click)
7. We receive or take in written language through reading.
8. Expressive language is language we generate and produce. (click)
9. We express ourselves orally by speaking. (click)
10. The act of writing is the expressive form of written language.

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1. Researchers who study the development of language in young children point out that oral language development <Click> precedes and is the foundation for written language development <Click>.
2. <Click> Receptive language precedes expressive language, so children typically understand before they <Click> speak, <Click> speak before they read, and <Click> read before they express themselves in writing.
3. Children's oral language competence is strongly predictive of their facility in learning to read and write. A child's listening and speaking vocabulary, and even mastery of syntax, set boundaries as to what they can read and understand no matter how well they can decode.
4. It is helpful to understand that the brain is hard wired for oral language development – it happens naturally so long as a child is exposed to/hears language being spoken: it is a natural learning process, that takes place implicitly, as long as the necessary exposure and modeling occurs.
5. On the other hand, the brain is not hard wired for reading and writing – it has to be explicitly taught – it comes after oral language and builds upon the oral language foundation.
6. Strong foundation in ORAL language provides support for WRITTEN language
7. PreK v. Kinder focus, social skills v. written skills

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Listening and Understanding

RECEPTIVE LANGUAGE

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Listening Requires:

- Processing many incoming signals
- Determining which signals to attend to
- Organize and understand the message
- Plan and carry out a response



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Key Points:

1. We discussed receptive and expressive language
2. Listening is receptive. We listen to take in language
3. Listening requires:

Processing many incoming signals
Determining which signals to attend to
Organize and understand the message
Plan and carry out a response

Image Credit: © [Ilya Andriyanov](#)/Shutterstock

Helping Children to be Better Listeners

- Set **appropriate expectations**
- **Minimize distractions** and background noise
- Make sure you have children's **full attention**
- Say things in **more than one way**
- Ask children to **repeat** what you say
- **Actively engage** children in responding



The image shows two Core Knowledge Social Skills Posters. The left poster is titled 'Listening' and the right is titled 'Ignoring Distractions'. Both posters feature a photo of children sitting on the floor. The 'Listening' poster lists four ways to listen: 1. Eyes, 2. Head, 3. Mouth, 4. Ear. The 'Ignoring Distractions' poster lists three ways to ignore distractions: 1. Turn away or walk away from the distraction, 2. Focus on your work or activity, 3. Ask a teacher for help, or find something else to do.

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Key Points:

1. We can provide some support to help young children be better listeners.
<Click>
2. We can set appropriate expectations
3. Minimize background noise and distractions <Click>
4. Make sure you have children's full attention
5. Children must attend before participating; and will participate before interacting
6. Say things in more than one way to help children understand
7. Ask children to repeat what you say to ensure children understand
8. Actively engage children in responding
9. The Stop & Think Social Skills Program, from Project Achieve, provides guidance on how to teach listening and other social skills to young children.
10. The Core Knowledge Social Skills Posters, pictured here, align with the Stop & Think program.
11. You can learn more about the Stop & Think program at <http://projectachieve.info/stop-think/stop-and-think.html>

Image Credit: Core Knowledge / Scott Smith

Speaking
EXPRESSIVE LANGUAGE

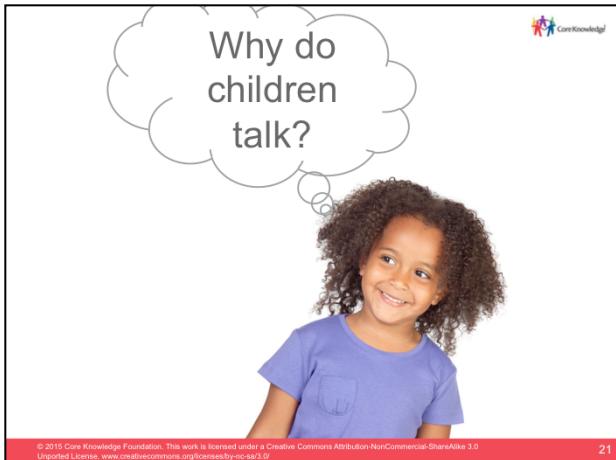
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1. EXPRESSIVE

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Key Points:

1. Think for a moment about why children talk.
2. Discuss with your elbow partner a few reasons why children might have cause to use their language skills.
3. *Give participants 5 – 7 minutes to discuss.*
4. *Call group back together.*

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Key Points:

1. Have a few participants share the reasons they generated for why children talk.
2. Reasons may have included things like:
 - Sequencing & talking about events
 - Talking about one's family
 - Understanding cause and effect
 - Categorizing and classifying
3. The reasons children talk can be categorised into 5 functions of language.
4. <Click> children may just be conversing with one another.
5. <Click> Children may need to express a need or desire.
6. <Click> Children may be telling a story, or narrating.
7. <Click> Children may be expressing an opinion or expressing a point of view.
8. And, <Click> children may be using their language to explain, organize, or relate and analyze information.
9. These are called functions of language.
10. The Core Knowledge Sequence outlines skills regarding each of these functions of language (see page 20-22 of the Preschool Sequence)

Image Credit: (talk) © [marco mayer/Shutterstock](#); (family) ©

Review

LANGUAGE FACILITATION STRATEGIES

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Tools in the Toolbox

We want to help children *maximize the number* and *length* of verbal turns they take.

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Key Points:

1. Developing strong oral language skills is one of the most important goals of the early childhood period.
2. Teachers play a direct role in students' language development in preschool as they model sophisticated language and assist children who are developing language skills.
3. Having a few "tools in the toolbox" will help educators take advantage of and create additional opportunities to support children's developing language skills.
4. Naming the techniques is not about memorizing strategies to use; rather, the purpose of giving name to them is so that we can discuss them.
5. Many of you will already do some of these techniques. Our purpose in discussing them is to shed light on something you may already do subconsciously to consider how we can make these frequent and intentional supports.
6. DAP 165: "[Teachers] model the skills of speaking and listening in their interactions with children and with other adults. Teachers also provide frequent opportunities for children to talk with each other"

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Comments



Teacher: What are you painting?

Lina: A house.

Teacher: What a lovely painting.

Lina: It's my Gramma's house. It has stairs.

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1. Key Points:

2. Comments provide:

- An effective conversation starter,
- An opportunity for the child to follow his/her own interests and excitement, and
- A low pressure opportunity for participation.

3. Using comments provides children with an opening to initiate conversation and the freedom to talk about their own interests.

4. Here's an example: If the teacher asks a closed question ("What are you painting?) she's likely to get a short, direct answer (a house).

5. <Clice> But, if the teacher makes a comment, rather than asking a question, she might very well get a longer descriptive response.

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Open Questions

Teacher: What do you have there?
Jayden: Veggies!



Teacher: Why do you have so many veggies?
Jayden: They make me grow!

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Key Points:

1. Open Questions:
 - Have a variety of possible answers,
 - Support a sense of autonomy, inviting un-prescribed responses, and
 - Require more expressive language.
2. Do any of you have students who can't answer open questions, perhaps at the beginning of the year?
3. Remember, the strategies are meant to be used and combined based on your knowledge of your students.
4. <Click> notice how short an answer for a closed question might be, versus
5. <Click> the answer that might be elicited from an open question.

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**Additional Strategies:
Repetition**

Raphael: I want the yellow duck.

Teacher: You want the yellow duck?





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Key Points:

1. Using repetition, effectively model correct articulation, pronunciation, syntax, and grammar while acknowledging children's communication attempts in a positive manner.
2. Additionally, because some young children speak softly, repetition is a great technique to use in a whole group setting to ensure other children hear the message!
3. There is no expectation that children respond to these four strategies. As you will see later today, exposure is important for helping children to build language and vocabulary.
4. WATCH (*play video*) during this read aloud as the teacher repeats "an elephant" to gently model for students who say "a elephant."
5. Video Link: Available at <https://vimeo.com/coreknowledge/review/134412100/4293848e57>

Image Credit: © [Volodymyr Krasuk](#)/Shutterstock

Expansion & Expansion Plus

Maria: My apple.
 Teacher: Yes, your apple!
 Maria: My apple.
 Teacher: Yes, you have *an* apple!
 Maria: I have apple.
 Teacher: Yes, you have **a big red apple!**



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1. Key Points:
2. Expansion and Expansion Plus:
 - Model language skills – just beyond child's abilities,
 - Maintain the idea of the child's utterance, and
 - With "plus," help to further develop conceptual understanding.
3. Expansion and expansion plus are especially effective for modeling new language for English Language Learners.

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Developmentally Appropriate Practice:

DAP 156: "When children are talking, teachers take into account preschoolers' capabilities as speakers, giving children time to express themselves and responding attentively to their speech."

Additional Strategies: Self-Talk

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We're making bread today. I am kneading the bread. Kneading means to mix by pressing and folding.

Javon, would you like to try to knead the bread?

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Key Points:

1. Using the self-talk strategy, effective teachers describe what they are doing, seeing, or hearing. Effective teachers use self-talk to model for children language and vocabulary that go with specific actions.
2. Similarly, using the parallel talk strategy, effective teachers describe what children are doing. Effective teachers use parallel talk to model for children language and vocabulary that go with specific actions.
3. There is no expectation that children respond. Through exposure to this language, children will build their own vocabularies.

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Additional Strategies: Parallel Talk

DAP 156

Mai is painting a lovely picture. She is using the *red* paint. Mai also painted green grass at the bottom.



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Key Points:

1. Similarly, using the parallel talk strategy, effective teachers describe what children are doing. Effective teachers use parallel talk to model for children language and vocabulary that go with specific actions.

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Developmentally Appropriate Practice:

DAP 156: “Teachers encourage children's efforts to communicate. They make it a priority to involve English language learners in meaningful interactions at whatever level children are able”

Additional Strategies: Labels & Descriptions



People can live in lots of different houses. This family lives on a boat. It is called a houseboat.

This family lives in a house made of straw and clay. The walls are clay and the roof is made of straw.

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1. Key Points:
2. Children don't always have the vocabulary for the names of objects around them. Effective teachers label objects in the children's environment and images they may encounter during the day.
3. Teachers use descriptive words to describe the attributes of those objects.
4. We often use this technique during CKLA-PreK read-alouds.

Image Credit: Core Knowledge CKLA Preschool Families and Communities Flip Book/ Shutterstock

Developmentally Appropriate Practice:

DAP 157: "Teachers use wide-ranging vocabulary in their talk to and with preschoolers, including many words that are unfamiliar to children. When teachers use words unfamiliar to a child, they give sufficient information for the child to grasp the meaning. With an English language learner, teachers provide nonverbal cues to enable the child to learn what the new words mean (e.g., using gestures, pointing to objects or pictured items)."



Key Points:

1. Watch the clip below and make notes about all of the ways the teacher supports, models language for and elicits language from the students.
2. Some of what you see will be strategies that we have named here, but the teacher will also do some things that we haven't named that are supportive of language.
3. Play Video: Available at <https://vimeo.com/coreknowledge/review/134413927/feb3dadea9>

What is Your Role?

- **Model**
 - Vocabulary & Syntax
 - Pragmatics
- **Provide**
 - Experiences
 - Structured and spontaneous
 - Information
 - Opportunities

Key Points:

1. You will notice that the strategies and techniques do two things for children:
2. They **MODEL** language, for instance
 - Demonstrates attitudes and behaviors in listening and speech including intonation, volume, vocabulary and sentence patterns
 - Promotes the child's use of more complex, elaborated language
3. They **PROVIDE** support for children's own language use
 - Provides experiences to promote language development, including structured, planned activities and spontaneous play opportunities
 - Provides general information, extending children's content knowledge

Traps Adults Fall Into

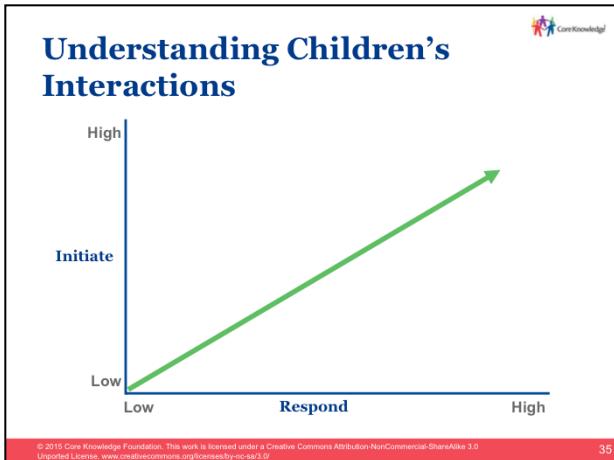
- Directing Children
- Entertaining Children
- Focusing on Classroom Flow
- Limiting Language Use
 - Praise vs. Feedback
 - Pronouns vs. Labels
- Passively Observing
- Anticipating Needs

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Key Points:

1. As you strive to best support children's language use, be aware of the following "traps:"
2. Directing children, providing the language so they don't have to
3. Entertaining children, rather than interacting with them.
4. Focusing on the flow of the classroom and activities, rather than interacting with children and ensuring language rich activities.
5. Limiting language use, but providing praise, rather than giving feedback that elicits interaction around the work or activity, and by limiting language modeling by using pronouns rather than using object names that reinforce children's vocabularies.
6. Passively observing children at play and work, rather than engaging in language rich interactions.
7. And, finally, anticipating children's needs and meeting them before children have an opportunity to use their language to state their own needs.
8. Take a moment to talk with your elbow partner about when these things might happen in your classroom and how you might be able to alleviate these traps.



Key Points:

1. In supporting children's language, it is helpful to understand the continuum of language use within which children fall.
2. Some children are gregarious. These children initiate frequently and respond easily (High initiate / High response).
3. Some children may be quiet or shy. They may rarely initiate conversation and respond reluctantly (Low initiate / low response). These children may play on fringe, watching other children rather than interacting.
4. Some children may initiate infrequently, but respond readily (albeit possibly succinctly). These children may merely be involved in their own agenda (Low initiate / low response).
5. Understanding where each child in your class falls on the continuum will help you to better understand their language needs, supporting or encouraging responding or initiating as needed.

Stages of Language Development
(Weitzman, E. & Greenberg J. (2002). Learning language and loving it
(2nd ed.). Toronto, Canada: Hanen Programme)

• **Discoverer** (birth – 8 months)
• **Communicator** (8-13 months)
• **First word user** (12-18 months)
• **Combiner** (18-24 months)
• **Early sentence user** (2-3 years old)
• **Later sentence user** (3-5 years old)

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Key Points:

1. Researchers Weitzman and Greenburg have defined 6 stages of language development.
2. Understanding these stages will help you to recognize where children are with their development, and will help you to provide language modeling and support that is in each child's "Zone of Proximal Development." That is, providing support to get them to the next stage of development, rather than modeling or encouraging well beyond their current stage.

Developmentally Appropriate Practice

DAP36: Teachers **create or add challenge** so that a task goes a bit beyond what the children can already do.

Activity

Take a few minutes to consider the children in your class.



Key Points:

1. *Using handout, "StudentLanguageInventory.docx"*
2. Consider the children in your class.
3. First, for each child, indicate their communication level, or language stage.
4. Next, mark an "X" in the appropriate column to indicate whether each child initiates and or responds easily.
5. *Give participants 10-12 minutes to complete this activity.*
6. This information will not only assist you in interacting with and supporting children, but it can also help you to make child-to-child pairings to further encourage and support language development.
7. Sometimes a partner with language skills just above one's own provides a child with a great model.
8. Who would be good to pair in your class?



We are also able to apply these tools from our toolbox to help facilitate child-to-child conversations.

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Helping Children to Attend



What skills do children need to learn in order to attend to a conversation?

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1. Facilitating Child-to-Child Conversations 45 minutes
2. Explain that preschoolers often seek out adults, rather than other children, to talk to. Ask participants to suggest possible reasons. Explain that child-to-child conversations are very challenging. There are, however, a number of techniques teachers can use to help children have and sustain conversations with other children.
3. THINK PAIR SHARE: Ask participants to think about the specific skills that children need to learn to attend, then ask them to pair with someone next to them (i.e., their “shoulder partner”) to discuss their ideas in approximately two minutes time. Once time is up, ask for volunteers to share the skills that they discussed with the whole group.
4. **Key Points** to listen for and/or to elaborate:

Skills needed as a speaker:

- Get the other person's attention
- Make and keep eye contact
- Use the other's name
- Consider moving closer to the listener

Skills needed as a listener:

- Give eye contact when addressed
- Listen carefully
- Know when/how to take turns speaking

Helping Children Establish and Maintain a Topic



What is involved in learning to establish and maintain a topic of conversation?

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Facilitating Child-to-Child Conversations (continued)

1. Young children are, just like adults, eager to talk about what interests them. It takes a good amount of skills to stay on the same topic with another person and exchange information.
2. **THINK PAIR SHARE:** Ask participants to consider the question, “What is involved in establishing and maintaining a topic of conversation?” Have participants take about two minutes to share with their shoulder partners again, and then ask for volunteers to share their thoughts with the group.
3. **Key points** to listen for and/or to elaborate:
 - Young children are concrete thinkers and are better able to focus on what they are doing here and now or what they are playing with at that moment.
 - Maintaining a topic depends on the ability to:
 - Recognize the topic being discussed
 - Add information by making comments
 - Get information by asking questions
 - Answer questions
 - Stay on topic
 - Take turns and participate in the dialogue
4. Adults can support children as they learn these skills by:
 - Letting children have the primary role in choosing the topic of discussion

Referring Questions and Comments



How might you respond to a student who comes to you and says, "Jacob took my book"?

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Facilitating Child-to-Child Conversations (continued)

1. Very young children spend a majority of time interacting with adults, so it is natural that they address most or all of their comments and questions to adults as well. Teachers should strive to encourage children to speak directly to each other and to engage in dialogue with one another.
2. Children may use incomplete messages and immature speech that makes it difficult to communicate their ideas to others clearly. Adults are often able to make allowances for these errors and still understand the child, so we can help children to communicate successfully. By acting as a facilitator, or a link between children, adults can provide needed support and prompt children to address each other.
3. Referring questions and comments to other children can also support students with problem solving and conflict resolution.
4. Ask participants to think of an interaction between children in which one child refers the problem to them as an adult. For example, "Jacob took my book." Ask the participants to turn to their shoulder partner and discuss how they might refer this comment back to the children and/or how you might model language to help the child to problem solve in this scenario.

Examples of varying levels of support:

- High support from teacher/low language: refer the child speaking back to Jacob and model the specific language to use. "You should talk to Jacob. Say, I'm reading that book." In this case, you might also

Interpreting for Children Who Lack Language Skills



How could you support a child who cannot be understood by others?

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Facilitating Child-to-Child Conversations (continued)

1. Children must also be able to speak clearly enough to communicate their message and ideas. Some do not have adequate language to make themselves understood and others do not pronounce words clearly. Some even speak softly or in a shy way so that it is difficult for other children to clearly hear them.
2. Call on volunteers to share techniques that a teacher can use to support children that cannot be understood by others.

Key Points to listen for and/or to elaborate:

- The teacher can repeat what the child says
- The teacher can encourage others to listen closely as well as model careful listening
- And the teacher might be able to add supplemental information to fill in any gaps in the child's language (e.g., when a child says "me book" the teacher could restate this to others by saying "Chris is telling you he is reading the book.")

3. Adults are able to support a child who is speaking by listening carefully, repeating words back that are understood, asking the child to repeat her/his statement again, etc.

Key Points

1. Earlier, we considered the language level profiles of the children in our classrooms.
2. Now, we will take a minute to consider each child's language skills.
3. Again, this will help us to better understand where children need support and encouragement.
4. *Give participants 10-12 minutes to fill out the “Conversation Skills Checklist” for their classroom of children*
5. Debrief and discuss this checklist as a useful tool for observing children's conversations with other children.



Key Points:

1. *Divide participants into 4-6 groups and assign each a component or two of the daily schedule.*
2. *Have each group document opportunities within their portion of the daily schedule to provide language supportive activities or opportunities to use language support strategies.*
3. For instances, at lunch, teachers can ensure that they are using language strategies to encourage and model open-ended conversation as the children eat – expanding on children’s comments and asking questions to keep the conversation going or to draw more reluctant peers into the conversation.

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PLAY AND THE DEVELOPMENT OF CHILDREN

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Key Points:

1. Before we talk about center time and dramatic play, I want to provide a little bit of background on the importance of play and the development of play.
2. Many of children's behaviors have a play element in them-from fingerplays, to movement games, to building with blocks. However, the play that has the most profound effect on language and literacy development is dramatic play.
3. The characteristics of dramatic play that provide the best opportunities for children to practice language and literacy include:
4. Using a variety of props and objects ("Let's pretend this block is our phone and we have to call for help when the car breaks down.")
5. Combining multiple roles and themes ("Toby is the daddy. He's the doctor too.")
6. Creating a pretend scenario and solving disagreements by talking and negotiating ("Let's play hospital. O.K., you'll be the doctor first, and then I'll be the doctor. You wear this.")

The Importance of Play

- Vygotsky
 - play provides the perfect opportunity for children to act beyond their age and abilities thus creating a “zone of proximal development.”
- Piaget
 - children do not necessarily acquire new skills during play, but use play to practice skills they have recently learned in non-play situations.
 - play provides children with a means of incorporating what they learn from their environment into their existing knowledge
- BOTH
 - Agreed in the importance of play to the development of young children

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Key Points:

1. Vygotsky and Piaget are two of the most commonly cited educational theorists. They differed in the way they viewed early childhood development, but they both agreed in the importance of play.
2. Vygotsky felt that children learn through play because they act beyond their age and try new things.
3. Piaget felt that children don't learn new skills during play, rather they use play to practice and apply newly acquired skills.

Stages of Play

(Piaget)



- **Functional play**
 - involves simple muscular movements
- **Constructive play**
 - involves the manipulation of objects for the purpose of construction
- **Symbolic play**
 - involves imagination and pretend situations; and
- **Games-with-rules**
 - the highest stage in the development of play and involves prearranged rules and limitations.

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Key Points:

1. Piaget documented developmental stages of play.
2. These developmental stages, just like other child development stages aren't rigid, but children typically progress through them in a similar order.
3. The levels of play are
4. Functional play - involves simple muscular movements like those a baby might use to bat at a mobile. They are primarily reflexes and aren't highly intentional
5. Constructive play - involves the manipulation of objects for the purpose of construction. Toddlers will begin to nest and stack intentionally
6. Symbolic play- involves imagination and pretend situations; and
7. Games-with-rules – is the highest stage in the development of play and involves prearranged rules and limitations. Children begin to make up and follow rules around 5 or 6 years of age

High Level Play

(Christensen & Kelly, 2003)



- Symbolic Play is *High Level* play
 - leads children to reflect on situations and use materials for problem solving
 - increases use of oral language
 - helps children to develop new understandings
 - supports the development of self-regulated, intentional learning

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Key Points:

1. We're going to focus on high level play because dramatic play is high level play. It involves the imagination and lots of oral language use. It requires problem solving and supports children's self-regulation and social skills.

Symbolism in Play
(Hall, 1991; Pellegrini & Galda, 1991; Vygotsky, 1978)



The ability to make and use symbolic representations has been associated with the process of learning to read.

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Key Points:

1. Preschool children are very much creatures of here and now. Using symbolism requires them to “remember” the past, . They may act out a story they’ve heard or reenact a scenario they are familiar with (like grocery store, post office, doctor’s office).
2. Sometimes, during this play children will pretend one thing is another. For instance, they may pretend that a unit block from the block center is a walkie-talkie when they play fireman. That ability to use one thing to represent another is exactly what reading is. When we read, the letters represent the sounds that they make.
3. We want to encourage pretend and make sure that our preschoolers are using “symbolic representations” before they leave our care.

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DRAMATIC PLAY AND LANGUAGE DEVELOPMENT

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1. Dramatic play provides a well suited opportunity for children to use language and for teachers to model language.

Why children need language during dramatic play

(Vedeler, 1997)



During socio-dramatic play, children assume roles and act out situations. They have to use verbalizations to convey meaning to each other because they can not rely on contextual cues when transforming ideas into actions.

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1. Research show that during dramatic play, children use more oral language than at other centers. They have to setup their situations.
2. During dramatic play, children might have to:

Make a Declaration

“I’m the doctor.”

Identify the use symbolic objects

“This [Lego] will be the stethoscope.”

Describe the Action

“Let’s pretend we have to go to the doctor’s office.”

Provide a Description

“My baby has a stomach ache.”

Increased Language Quality

(Vedeler, 1997)



Children in the dramatic play center used more complete and complicated utterances than children in other types of play.



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Key Points:

1. In addition to using more language in dramatic play than in other centers, children use more complex language in dramatic play.
2. They begin to use narratives, and lots of description to setup and act out scenarios.

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Guidelines for implementing Dramatic Play in the classroom

PUTTING PLAY INTO ACTION

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1. We're going to look at general guidelines for putting play into practice to foster opportunities for oral language development.
2. As we go through the rest of the materials on dramatic play, you will be working in groups to create a dramatic play lesson plan.
3. After we discuss each guideline topic, I will stop and allow you to fill in your plan for that topic.
4. Work in groups and write your plan on the flip chart paper on your table.

Selecting Themes

- Begin with themes that are familiar to the children
- Add complexity to familiar themes throughout the year
- Introduce less familiar themes later in the year

Key Points:

1. First, let's talk about dramatic play themes. In our CKLA curriculum our Dramatic Play centers are connected to core content and language arts objectives. They also relate to our 5 regular domains. The CKLA program is broken into five regular domains throughout the year. 1. All About Me. 2. Families 3. Animals 4. Plants 5. Habitats
2. Ask How many of you have dramatic play or housekeeping centers in your classroom? Do they connect to domains or themes?
3. Ask what are some of the scenarios you play?
4. Teachers will likely say grocery store, Dr., Vet, post office
5. Ask if any of them have ever played cruise ship or newspaper office or carnival
6. We want to provide a wide variety of scenarios throughout the year. We want to offer children the opportunity to build background knowledge and experience things they may never experience in life (perhaps an airplane ride or a cruise ship vacation).
7. At the beginning of the year start with themes that are familiar to the children so you don't have to provide as much support. Most of them know what happens at the grocery store.
8. As the year progresses, you can add some novel themes. We'll talk a bit later about how to build context for these novel themes.
9. Later in the year you can also add complexity to familiar themes. For instance, when you play doctor's office early in the year, children may take

CKLA Domain: All About Me



Language Arts Objectives:

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partners comments
- Recognize and call classmates and teacher by name
- Ask or answer questions beginning with who, what, where, when, or why

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Key Points:

1. CKLA ties language art objectives to our learning centers. Dramatic Play should be used intentionally to create a connection between literacy and play. Integrating language-learning experiences into young children's classroom environments opens the doors to new vocabulary, dialogue, phonemic awareness, print knowledge, etc.
2. Whether you are using CKLA or not, the Core Knowledge Preschool Sequence can help guide support for development of language skills.
- 3.

House

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Key Points:

1. Here are some pictures of dramatic play themes which progress from the familiar to the more abstract.

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Key Points:

1. In this scenario, they had an x-ray technician at the art table. They had black construction paper and white chalk. When “patients” came to visit the x-ray technician would trace their arm or their hand on the black paper with the white chalk.

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Post Office

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Key Points:

1. In this scenario, different addresses were posted around the classroom. Children had to match the “address” on the envelope to the “address” posted to deliver the mail.
2. The addresses can be very simple at the beginning of the year, like a single letter, number, or word.
3. Later in the year, the fictitious addresses could model real address format.

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Kings, Queens, & Castles

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Key Points:

1. Notice the sparkly fabric stream with fish under the draw bridge.

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Winter Fun



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Key Points:

1. During winter fun, there was a fireplace in the library center so children could sit in front of the fire and read.
2. The children stepped on paper plates to “skate” on the rug.
3. In one classroom, they put a sheet over their tent, and covered their cardboard blocks in white butcher paper to create an igloo. They had a snowball fight with wads of paper.

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Car Wash



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Key Points:

1. Here are several incarnations of car wash. In one the children are the drivers. Note the crepe paper car wash box!

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Camping



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Pet Store

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Space Station



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Pioneers



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1. Notice the covered wagon.
2. It is a red wagon with 3 hula-hoops duct taped to the bottom. Then the teachers put a sheet over the top.

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1. In this classroom, the children played cruise ship. They had a captain's buffet in the upper left corner, a dance floor in the middle, and on the right is the hula and limbo that they did when they reached their tropical island.

Image Credits:

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Dramatic Play Across CLKA Domains				
ALL ABOUT ME	FAMILIES & COMMUNITIES	ANIMALS	PLANTS	HABITATS
Fitness Center	Thanksgiving	Farm	Garden	Under the Sea
Beauty Salon	Library	Veterinarian	Farm	Beach
House	Post Office	Under the Sea	Spring	Zoo
Amusement Park	Car Wash	Zoo	Fall	Pet Store

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Key Points:

1. Each CKLA domain includes guidance for one dramatic play scenario, but you can certainly add others.
2. Note how we have listed a variety of scenarios that align with each CKLA domain.
3. Again, if you are not using CKLA, you can still align dramatic play scenarios to review and extend content from your classroom themes.

SELECT A DRAMATIC PLAY THEME

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Key Points:

1. Now, talk for a minute with your group and select a CKLA domain or classroom theme and any dramatic play scenario for which you want to build a lesson plan.
2. There are a few restrictions. I want you to think outside of the box. You may not select any of themes that we just reviewed in the pictures. The idea is that you creatively build another scenario.
3. Document your dramatic play theme on the “Dramatic Play Worksheet.” (This activity can also be conducted using flip chart paper instead of the worksheet – so groups can share out ideas at the end of the module).

The Dramatic Play Environment

- Room for 4 to 6 children plus an adult
- Have a specific dramatic play area, but don't *limit* dramatic play to this area
- Define 3-6 roles for children to play

Key Points:

1. When you're thinking about dramatic play, you don't want to limit yourself to just the "housekeeping" area.
2. Did you notice the cruise ship and winter fun took place in several areas?
3. You don't always need to spread out, but you also don't need to restrict yourself to the small center area.
4. Using the doctor theme: an example of first week role might be to have a doctor working on babies; the second week you may include a nurse who is writing patient information; and you can also include an x-ray tech who is now taking new clients.

WHAT ROLES WILL YOU HAVE?

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Key Points:

1. Again, using the dramatic play worksheet, take a few minutes with your team and define 3-6 children roles for the dramatic play theme you selected and write them on your flip chart

Staging Dramatic Play

- Leave room for imagination
- Make Play Props
- Provide Reading and Writing Props
- Encourage children to make props

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Key Points

1. When we think about the props needed to act out a dramatic play scenario, we want to follow these guidelines:
 - Leave room for imagination you can model how to use familiar objects in unconventional ways.
 - Make your own props, provide reading and writing props
 - Encourage children to make props
2. Remember, we want to encourage that symbolic thinking, so not all of the props have to be realistic.



Key Points:

1. Some of our props can be realistic.
2. Little Tykes makes little everything. You can also use props from home, and real items like the pumpkins above.
3. For the pumpkins, the children had just visited a farm. One afternoon the teacher put a piece of brown butcher paper on the floor and gave each child a pumpkin seed. Before they left for the afternoon, they placed their seeds on the paper. The next morning when they came in the pumpkins had “grown.”
4. You want to think small for little preschool hands.
5. Show and explain the examples:
 - Newspaper cut to size
 - Film canister canned goods
 - Small groceries (milk, ice cream)
6. Tell participants that they can usually get film canisters for free from the local camera store, or sometimes from the photo center at Wal-Mart, Target or the drug store.

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Imaginative Props



The image block contains four photographs. The top-left photo shows a child sitting on the floor with a bucket of orange and yellow crepe paper flames. The top-right photo shows a child standing in front of a dramatic play area with shelves containing various items, including a small figure in a blue shirt. The bottom-left photo shows two children playing with brown butcher paper stones and sticks. The bottom-right photo shows a collection of imaginative props including sticks, crepe paper, and cardboard tubes.

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Key Points

1. You can also use imaginative props.
2. This is 4 different teacher's incarnation of fire.
3. The two on the right use crepe paper.
4. The stones on the left are wads of brown butcher paper.

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Home-Made Props



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Key Points:

1. Home made props are also great.
2. They really support symbolic representations.
3. They are a good way to get children involved in preparation.
4. The picture on the top right is a soda machine used for a restaurant scenario.
5. Children colored popsicle sticks to the color of their favorite drink. Orange for orange juice/soda, green for lemon lime, brown for cola.
6. They were glued to the top of the box hanging over the edge so children could put their cups underneath.
7. The picture on the bottom right is a snack machine. The little curly cues are holding bags of the children's favorite snacks. The buttons are numbered and there is a coin return.

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Multi-Use Props

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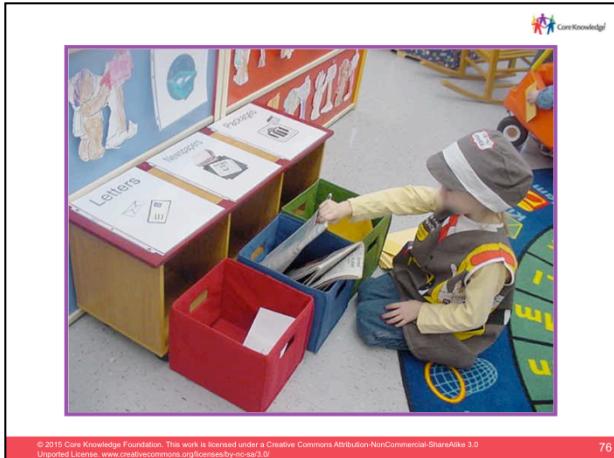
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Key Points:

1. Think about using props in multiple ways.
2. This orange Little Tykes cradle was used as a fishing boat, and a car wash tub, and a life boat, and a train car...

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Key Points:

1. This 3 compartment cabinet is something I found at Target.
2. It has wheels on the bottom, and 3 canvas bins that fit in the shelves.
3. In this post office scenario, it is being used to sort mail. You may have noticed that it was the captain's buffet in the cruise ship.
4. Time Needed*Let's do a brainstorming activity. What else can it be used for? Think about your plan. Is there something it could be used for in your plan?
5. Have teachers call out their ideas (*You can also have participants brainstorm as many dramatic play uses as they can for the cart*).

[TV Stand / Dresser for Hotel](#)

[Pet Shop / zoo cages / kennel](#)

[Office Filing Cabinet](#)

[Car](#)

Image Credits: © Core Knowledge Foundation/Alice Wiggins

[Post Office - Mail Truck](#)

[Beauty Shop Supplies](#)

[Freight Train](#)

[Gas Pumps](#)

Some participant ideas from the past are:

[Concession Stand](#)

[Dresser – home](#)

[Newspaper stand](#)

[Dresser \(hotel\)](#)

[Buffet](#)

[Office – Mail Cart](#)

[Fruit Stand / Farmers Market](#)

[Flight Attendant Cart](#)

[Bench in baseball dug-out](#)

[Doctor – Examining Table](#)

[Library cart](#)

[Gas Pumps; add hose \(Car / service station\)](#)

[Linen cart at hotel / laundry mat](#)

[Hospital – Stretcher](#)

[Ice Cream Truck](#)

[Exam table / Construction Doctor office](#)

[Fire Truck](#)

[Grocery – Vegetable Bin](#)

[Ambulance](#)

[Cages \(Zoo\)](#)

[Carriage – Cinderella](#)

[Recycling Bins](#)

[Washing Machines \(Laundromat\)](#)

[Trash truck](#)

Literacy Props



Allow children to use READING and WRITING in real world ways:

- o Sign-in sheets
- o Phone books
- o Appointment books
- o Note paper
- o Lists
- o Magazines
- o Maps
- o Menus

Print enriched play settings that include reading and writing materials increase emergent reading and writing activities during play (Roskos & Christie, 2001).

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Key Points:

1. In addition to general props, you should be intentional about including literacy props into every scenario.
2. Research shows us that print enriched environments increase children's use of reading and writing activities during play.
3. We want children to spend as much time engaged with literacy materials as possible...particularly if they don't have this opportunity at home.

Literacy Props

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Key Points:

1. Discuss the photos on the slide.
2. The child on the right in the grocery store scenario has a shopping list.
3. At the restaurant, there is both reading (menu) and writing (order taking) going on.
4. Remind participants how they can cut the newspaper size.
5. Children love clip boards. If you make them accessible, children will use them to write.

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WHAT PROPS WILL YOU USE?

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Key Points

1. Take a few minutes to think about the props you will use for your dramatic play scenario. Write them on your dramatic play worksheet..

Print Labels

- Service Menus
- Pricing Menus
- Roles or Areas
- Scenario Specific Signs
- Environmental Print

Print labels help children to associate letters and sounds with the objects around them (Vukelich, 1994).

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Key Points:

1. Another way to enhance the print richness of the environment is to use print labels.
2. Print labels are signs and print that you post that illustrate real world uses of print in the scenario.
3. Using print labels helps children to associate letters and sounds with the objects around them.

Service & Pricing Menus



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Key Points:

1. *Review the next 4 slides of photos of print labels.*

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Object Labels



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Scenario Specific Signs



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Environmental Print



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WHAT PRINT LABELS WILL YOU USE?

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1. Take a few minutes to think about the print labels you will use for your dramatic play scenario. Write them on your dramatic play worksheet

BUILDING CONTEXT FOR DRAMATIC PLAY

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Key Points:

1. For familiar scenarios like house and grocery store, you may not have to set much context or provide much background knowledge to the children for them to be successful in their play.
2. For more novel scenarios, or those that you are enhancing to include more complexity, you will have to build some context for the children.

Act Out a Familiar Book



“Pete’s A Pizza”

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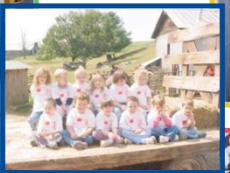
Key Points:

1. You can also act out a book as a dramatic play scenario.
2. Are you familiar with the book Pete’s a Pizza?
3. In the book, it is rainy and Pete cannot go out to play. So, his father turns him into a pizza. He rolls him like dough and sprinkles on bits of paper for cheese.
4. Click
5. These children are turning one another into pizzas.

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Coincide with a Field Trip

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Key Points:

1. One way to build context is to have the play scenario coincide with a field trip.
2. These children visited a farm.
3. Click
4. Then they planted pumpkins, picked apples, and milked cows in the classroom.



Key Points:

1. Another way to build context is to invite a guest speaker. In our All About Me domain, we invite a nurse to check student ears.
2. <Click>
3. In CKLA, providing context for your dramatic play can come from your starting the day routines, your skills block or your read-alouds. The CKLA curriculum uses the listening and learning part of the day to expose students to domain related read-alouds. We use dramatic play as a fun way to further expose students to specific vocabulary, actions, and scenarios that relate back to the text. For example, in our All About Me domain students will listen to the story *My Amazing Body: A First Look at Health and Fitness*. We provide context during the dramatic play center by having students pretend to exercise at a fitness center or participating in a gym class that is focused on health.
4. For the *My Five Senses* book by Aliki students can pretend to check their friends hearing, sight at the doctor office, we can also create a safari where students are listening to animal sounds, reading about the jungle and describing the smells in the safari.
5. Providing context through read-alouds is a great way to reinforce vocabulary, provide opportunities for contextual experiences students need to add words to their own vocabularies.

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HOW WILL YOU BUILD CONTEXT?

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Key points:

1. Take a few minutes to think about how you will build context for your dramatic play scenario.
2. Write your ideas on your flip chart.

ADDRESSING LANGUAGE TARGETS DURING DRAMATIC PLAY

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Key Points:

1. Let's take a few minutes to look at how you can use dramatic play to foster oral language skills.

What Matters?

- **Quantity:** sheer amount of language a child hears
- **Quality (richness):** variety, functions, responsiveness, turn-taking, affect/emotional tone, incidental teaching

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Key Points:

1. When we talk about language for young children we need to consider the quantity of language that children here and the quality or richness of the language.
2. There was a research study done by Betty Hart and Todd Risley called Meaningful Differences in the Everyday Experience of Young in 1995. The studied young children, their families, and the language environments of their households.
3. What they found was that by 4 years of age, children from upper middle class home heard twice as much vocabulary (46 million words) as middle class children, and more than 3 times as much vocabulary as low income children, who by age 4 had only heard 13 million words.
4. Further, research shows that vocabulary has a strong influence on literacy skills. These children who have been exposed to fewer words will be less likely to understand novel words as they read.
5. Additionally, they lack the background knowledge that is so important to comprehension.
6. We can use dramatic play to expose children to vocabulary and experiences that will build their background knowledge and support their future literacy skills. What matters is the quantity of the language you use, and the quality or richness & diversity of that language.

Language Targets

What are Language Targets?

- Intentional consideration of **QUANTITY** and **QUALITY** of language form and language function.

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Key Points:

1. One way to support a rich language environment is to intentionally target specific language within your classroom.
2. We need to think about the variety of words we use and how often we are modeling language for children from how you greet them in the morning to what phrases are used in the dramatic play center.
3. Using the doctor office as example, in CKLA we encourage teacher to use the following phrases:
 - *Who is next?*
 - *What is your name?*
 - *Where does it hurt?*
 - *When is your appointment?*
 - *Do you have a fever?*
 - *Let me take your temperature?*
 - *Let me listen to your heart.*
 - *Stick out your tongue.*
4. During dramatic play what questions do you ask, what comments do you make? These should all be considered when thinking about how to intentionally

Speaking and Listening

- How do I select Language Targets?
 - Support EACH of the forms and functions of language
 - Understand EACH child's language stage
- How do I support Language Domains?
 - Language Stimulation Techniques
 - Responsiveness
 - Sustained conversations

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Key Points:

1. We need to be intentional about addressing each of the language domains. The Sequence helps us by defining specific skills in each domain.
2. You also need to understand each child's language stage. If a child is non-verbal, or is progressing through the non-verbal stage of bilingual acquisition, you do not want to speak to that child in long elaborated sentences. You want to model simple language for these children. Single words and short phrases.
3. For children who are currently speaking in single words or short phrases, we want to model language using simple but complete sentences.
4. When children speak in complete sentences, you want to model language using elaborated & descriptive sentences. You always want to be working in that ZPD. Just above where the child's current capabilities lie.
5. I want to reiterate the importance of sustained conversation. You model language through interactions that last 4 or more turns.
6. During dramatic play, you should be intentional about using the language stimulation strategies we discussed this morning...modeling, recasting, expanding, extending, commenting...

Domain or Topic Related Vocabulary

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- Introduce theme related vocabulary during context building
- Model vocabulary use during dramatic play



Dough
Sprinkle
Knead
Sauce

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Key Points:

1. When setting up dramatic play scenarios, we want to be intentional about the language that we model.
2. First, let's think about the vocabulary related to our play theme. This may be vocabulary that is encountered while building context or vocabulary that children will need to carry out the play.
3. Click
4. Look at this photo of a pizza parlor scenario.
5. Ask what vocabulary can we introduce and model for children?
6. Have participants call out answers
7. Click

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Prepositions

- Model preposition use during dramatic play



Through
Behind
On
Next To
In

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Key Points:

1. We can also model prepositions during dramatic play.
2. <Click>
3. Look at this photo of a car wash scenario.
4. Ask what prepositions can we introduce and model for children?
5. Have participants call out answers
6. <Click>

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Adjectives

- Model adjective use during dramatic play
- Introduce novel adjectives



Suds
Clean
Dirty
Fluffy
Steamy

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Key Points:

1. In the same manner, we can be intentional about the adjectives that we model for children.
2. <Click>
3. Look at this photo of a laundromat scenario.
4. **Ask** what adjectives can we introduce and model for children?
5. *Have participants call out answers*
6. <Click>

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Pronouns

- Model pronoun use during dramatic play



He
She
Her
Him
They

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Key Points:

1. We can address all of the parts of speech through our language modeling.
2. <Click>
3. Look at this photo of a boating scenario.
4. **Ask** what pronouns can we introduce and model for children?
5. *Have participants call out answers*
6. <Click>

Image Credits: © Core Knowledge/Alice Wiggins

Syntax Goals in Dramatic Play



- **Nouns**
 - Plural: girls
 - Possessive: girl's
- **Noun phrase structures**
 - The high water, a little girl's bag
- **Verb phrase structures**
 - Present tense: is floating, floats
 - Past tense: floated
 - Future tense: will float
 - "be" verbs: is, are, am...
- **Questions**

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Key Points:

1. We can also use language modeling to develop children's understanding of syntax or the rules that govern language.
2. These rules include how we make plural and possessive versions of nouns.
3. How verb tenses change (sometime with the addition of –ed and sometimes not)
4. How the sentence structure changes when we ask a question.

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Verb Tenses

- Model different tenses of the **SAME** verb
- Model a novel verb and a variety of verbs that mean the same thing

The fitness trainer says,
 "Run faster."
 "You can go jogging."
 "Lift these weights over your head."

The people say,
 "I *ran* fast on the treadmill."
 "I *will jog* five miles."
 "I *lifted* 10 pounds."



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Key Points:

1. For instance, we might target verb tenses.
2. We want to model for children the same verbs in different tenses.
3. For instance, we want children to have the opportunity to hear and use walk, walking, walked.
4. Modeling verb tense is particularly important for irregular verbs like go, going, went and sit, sitting, sat.
5. <Click>
6. Look at this photo of a fitness center scenario.
7. Ask what verbs & verb tenses can we introduce and model for children?
8. Have participants call out answers
9. <Click>

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Nouns & Noun Phrases



- Model use of plurals, possessives, & noun phrase structures

The postman says,
"I will put *Mary's* mail in her
box"
"Mary got three *letters*"



The man says,
"Postman *Tom's* bag looks
heavy."
"Do I have any *packages*?"

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- Key Points:
- <Click>
- Look at this photo of a mail man scenario.
- Ask what plurals and possessives can we introduce and model for children?
- Have participants call out answers
- <Click>

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WHAT THEME RELATED VOCABULARY AND LANGUAGE TARGET WILL YOU USE?

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Key Points:

1. Take a few minutes to think about vocabulary you will model for your dramatic play scenario.
2. Write your ideas on your dramatic play worksheet.

Select a Language Target.

Noun
Verb
Adjective
Preposition

Write your INTRODUCTION using your Language Target

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Key Points:

1. I have just provided you with a tremendous amount of information regarding many different aspects of language that you can target during dramatic play.
2. I would not be feasible for you to target all of these on one day. Targeting language implies that you are emphasizing the target words. If you targeted everything, there would be no emphasis to differentiate the targets...almost everything you said would be emphasized.
3. So, the idea is that you select one or two language targets based on the specific needs of your children, or specific language skills you are trying to address.
4. In addition to emphasizing your language targets during play, you can emphasize them as you introduce and build context for the play.
5. [examples from PAP]
6. Take a few minutes to think about a language target you can include in your dramatic play scenario.
7. Write your introduction on your dramatic play worksheet

Alphabet Knowledge

- Select a letter to reinforce during dramatic play
 - Select theme related words beginning with the letter
 - Reinforce through modeling



J – Juice, Jam, Jar
Y – Yam, yellow, yogurt
Z – Zucchini

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Key Points:

1. In the same manner, we can use dramatic play to introduce or reinforce letters of the alphabet.
2. <Click>
3. Look at the grocery store scene here.
4. What letters of the alphabet could we introduce and use with grocery related words?
5. <Click>

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WHAT LETTER WILL YOU TARGET?

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Key Points:

1. Take a few minutes to think about a letter you can include in your dramatic play scenario.
2. Write your ideas on your dramatic play worksheet.

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Beginning Sound Knowledge

- Select a sound to reinforce during dramatic play
 - Select theme related words beginning with the sound
 - Reinforce through modeling

/l/ - Log, long, lumber
 /t/ - Teepee, tent
 /w/ - Wagon, wheel, west



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Key Points:

1. Through language modeling, we can also emphasize the sound structure of language.
2. We can use rhyme & alliteration to build phonological awareness.
3. We can draw children's attention to the sounds in words like the /p/ in pizza and parlor.
4. <Click>
5. Look at the pioneer scene here.
6. What beginning sounds could we introduce and use with pioneer related words?
7. <Click>

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WHICH BEGINNING SOUND WILL YOU TARGET?

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Key Points:

1. Take a few minutes to think about beginning sounds you can include in your dramatic play scenario.
2. Write your ideas on your dramatic play worksheet

Language Facilitation

- **Discuss** related vocabulary prior to play;
- **Model** phrases for children to say during dramatic play
- Use **intentionality** in selection of pronouns, prepositions, and adjectives
- Ask **Open-ended questions**
- Acknowledge through **Repetition**
- **Expand** upon what the children say
- **Self Talk** what they are doing, seeing, or hearing.

Key Points:

1. In order to promote language in the dramatic play center you can Discuss related vocabulary, Model phrases, Use Intentionality in selecting language targets, Ask Open-Ended Questions, Acknowledge correct articulation, pronunciation, syntax and grammar by repeating statements, expand on a child's comment by stating it in a more grown up way or self talk about what a child is doing in order for the child to be able to hear specific vocabulary or language.
2. There are several ways to promote language within your classrooms dramatic play center everyday.

Facilitating Conversations

- Peer interactions
 - Initiate to peers
 - Respond to questions and requests
 - Negotiate with peers for toys and materials
 - Take turns at appropriate times
- Teacher/Adult interactions
 - Initiate to adults
 - Respond to questions and requests

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Key Points:

1. Learning Centers provide an important context for modeling and
2. scaffolding student's expressive language. During Learning Centers,
3. students can engage in extended conversations with adults and peers,
4. practicing important social skills such as greeting people by name and
5. asking questions.

Fostering Peer Interactions During Play

- Provide and model a variety of roles that require interaction
- Provide props that require interaction or cooperation
- Stimulate Language
 - **Model**
 - **Prompt Initiations**
 - **Redirect**

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Key Points:

1. Dramatic play also provides us with a unique opportunity to foster peer-to-peer interaction.
2. We can model for children how to interact with other children, how to initiate and respond during conversation.
3. We can support children as they practice these skills.
4. One way to do this is to provide props that require the children to interact.
5. In addition to the language modeling techniques that we previously discussed, there are two more that support peer-to-peer interactions.
6. With prompted initiations, you prompt a child to initiate with another child. For instance, you might say, “Logan is cooking in the restaurant area. Ask her if you can order some food.”
7. Sometimes, you may need to model what the child should say. “Logan is cooking in the restaurant area. Ask her if you can order some food. Say, I would like to order some food.”
8. With redirects, you redirect children to their peers. If a child asks you to open the glue, you might say, “Michael was able to get his open. Ask Michael if he can help you.”

Fostering Peer Interactions

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Key Points:

1. Here are three examples of effective peer interactions.
2. From ordering food at the grocery store to talking to your doctor; all are great ways for peer interactions.

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Adult-Child Interaction During Play



- Assume a role during dramatic play, but don't dominate
- Follow Children's Lead
- Stimulate Language
 - Model
 - Recast
 - Event Cast
 - Expand
- Be Responsive
 - Play at child's level
 - Observe, Wait, & Listen
 - Scan

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Key Points:

1. Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. Using the doctor office as an example; At the beginning teachers can act out the part of the receptionist and model a few task from scheduling appointments to writing prescriptions. In time students should be able to play the various roles. The idea is we should assume a role, not direct the play.
2. We should follow the children's lead in terms of the story being enacted, and should make suggestions to extend the story only if the children cannot do so on their own.
3. Remember to use the language facilitation techniques and be responsive to the children.

Assume a Role During Play



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Key Point:

1. Adults can support language during play by assuming a role, rather than directing the play.
2. Adults can model a role (and the language used for the role) then fade out, leaving children to take over.

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Ways to Promote Functions of Language

- **Model** phrases for children to say during dramatic play
- **Model** communication skills such as tone and volume of voice, eye contact, distance between conversational partners
- Use **Prompted Initiation** to get children talking with peers

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Key Points:

1. To promote and support children's understanding of the functions of language,
2. Model phrases for children to say during dramatic play
3. Model pragmatics such as tone and volume of voice, eye contact, distance between conversational partners
4. Use Prompted Initiation to get children talking with peers

WHAT PHRASES WILL YOU MODEL?

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Key Points:

1. Take a few minutes to think about the roles you have selected for your dramatic play. What phrases can be modeled for these roles? Think about how you can incorporate your language targets into these phrases.
2. Write your ideas on your dramatic play worksheet



Key Points:

1. *Provide participants an opportunity to share their dramatic play scenarios with one another.*

Key Points



- Play is important in the development of young children and can be an effective vehicle for enhancing language and literacy skills
- Use play to promote Semantics, Syntax, Phonology & Pragmatics
 - **Model, Expand, Ask Open Questions, Foster Peer Interaction**

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Key Points:

1. Review the key points from this session on this and the next slide.

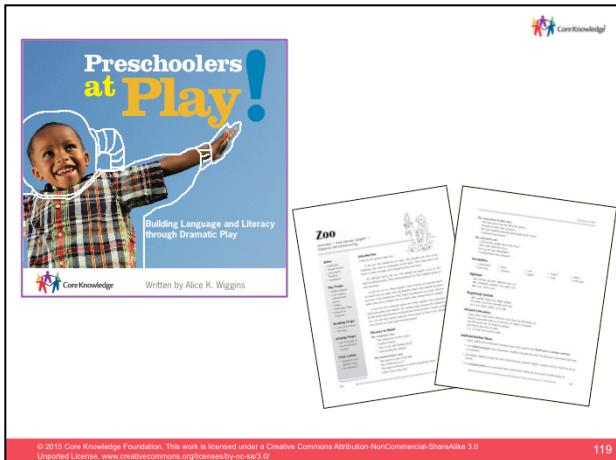
Implementing Dramatic Play



- Vary theme and complexity
- Use creativity but leave room for imagination
- Don't forget literacy props and print labels
- Build context for the play scenario
- Interact with children during play – Assume a Role!
- Incorporate “Language Targets” into play

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Key Points:

1. If you have it available in print or digital format, show the “Preschoolers at Play” book to participants and discuss the page layout/sections for each scenario.
2. Preschoolers at Play, an e-book or is available from the Core Knowledge Foundation at

Questions?



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Wrap-up & Questions