

Talk with Me: Promoting Early Language Development

CALL GUIDE

Part One

OBJECTIVE:

The purpose of this call is to review the key instructional strategies in Part 1 of the *Talk with Me* course series that support infant and toddler language development.

Your goal is to guide the teacher to:

- Define language development
- Identify receptive and expressive language behaviors
- Articulate four language building strategies that promote language development (*Label, Describe, Compare, Explain*)

Prior to the call, the trainer will:

STEP 1: PREPARE FOR THE CALL

- Download and familiarize yourself with the *Talk with Me: Promoting Early Language Development Companion Workbook*. Your emphasis will be Part 1.
- Briefly review the definition of language development: Language development is the process by which children begin to produce words (expressive language) and understand words (receptive language)
- Familiarize yourself with “What Language Does for Us,” found in the Theater section of the companion workbook and the course.
- Watch the video clip entitled, “Receptive Language.”
- Review the Importance of Language passage (found under the Theater Section under Language and Early Brain Development) and watch the film title, “Importance of Language” found in the theater.
- Review the Tips after each instructional strategy in the Companion Workbook.
- Review prompt questions in Step 2 on call guide.

STEP 2: CALL THE INFANT AND TODDLER TEACHER

- The trainer will begin the call by welcoming the provider and explaining the purpose of this call (see objective above).
- Briefly review the definition of language and the reasons we communicate.
- Review the four instructional strategies to promote language development with the provider:

Label: Labels are names for objects, concepts, and actions. To help build children’s vocabulary, caregivers can label objects, concepts, and actions throughout the day.

Describe: Describing is telling how something looks, tastes, sounds, feels, moves, or smells. Describing words are part of building rich vocabulary that children can use to communicate their experiences and observations.

Compare: Comparing is telling how items are the same (or not the same). Making comparisons between objects that children can see, hear, or touch helps children understand this concept.

Explain: Explaining tells how things work or why we do things. When children hear an explanation and see the action that corresponds with what is being said, it helps them understand the connections between cause and effect.

Ask the teacher the following: Can you name two instructional strategies that you used to enrich the language experience for the children? Name two classroom activities that you have planned for this week. Can you think of ways that you could use these strategies during the activities to enrich the language experience for the children?

- HINT: If teachers can give specific examples, praise them and encourage them to continue to look for opportunities to implement the instructional strategies throughout the day. Point out that the daily experiences, conversations, and activities that they are fostering with children lay the foundation for children to be successful in other areas of learning.
- If a teacher cannot provide specific examples, prompt her/him to visit the *CIRCLE Activity Collection: Infant and Toddler*, suggesting activities that align with the instructional strategy.
- You can also prompt teachers by asking about the kinds of activities that they use in their classrooms and highlight any language strategies that they could incorporate (labeling pictures in books, describing sounds and smells when outside, etc.).

What are some other ways you can encourage language in your setting?

Teachers can help infants and toddlers develop their listening and understanding skills by talking to them throughout the day. Describe to children what they are doing, what activities are coming up, and what is going on around them.

What is the difference between expressive language and receptive language?

If the teacher cannot provide the difference between expressive and receptive language, offer this friendly definition and have the caregiver to refer to the Child Skill Development Language Checklist for examples of each type of language:

*The process by which children produce words is **expressive language** and their ability to understand words is **receptive language**.*

STEP 3: SKILL DEVELOPMENT CHECKLIST AND REVIEW “PART 2 ” CONCEPTS

- Trainer will have the teachers complete the Child Skill Language Development Checklist for two children in their class.
- On the next call, you will discuss additional strategies that can be used to promote language development (*Linking, Narrating, Think Aloud, Rephrasing, and Extending*).

STEP 4: CONCLUDE CALL

- Ask teacher if s/he has any questions.
- Highlight teacher’s accomplishments.
- Remind teacher that every day is a critical opportunity to support the language development of each child.
- Give teacher your email address for technical assistance if applicable.

Talk with Me: Promoting Early Language Development

CALL GUIDE

Part Two

OBJECTIVE:

The purpose of this call is to review the key instructional strategies in Part 2 of the *Talk with Me* course series that support infant and toddler language development.

Your goal is to guide the teacher to:

- Articulate five language building strategies that promote language development (*Link, Narrate, Think Aloud, Rephrase, Extend*)
- Define attachment, and list two ways that teachers can establish secure attachments with infants and toddlers
- Identify two causes of developmental delays

Prior to the call, the trainer will:

STEP 1: PREPARE FOR THE CALL

- Download and familiarize yourself with the *Talk with Me: Promoting Early Language Development Companion Workbook*. Your emphasis will be Part 2.
- Review the Tips after each instructional strategy in the Companion Workbook.
- Briefly review the definition of attachment: *Attachment describes the emotional connection between a child and his caregiver.*
- Familiarize yourself with “Connections to Theory” found in the Library section of the companion workbook, and watch the clips entitled “Attachment Theory” and “Connection to Theories,” found in the theater.
- Review the “What Works and What Doesn’t” section (found under the theater) and watch the clips entitled, “Being Responsive” and “Make Conversations with Toddlers.”
- Review prompt questions in Step 2 on call guide.

STEP 2: CALL THE INFANT AND TODDLER TEACHER

- The trainer will begin the call by welcoming the provider and explaining the purpose of this call (see objective above).
- Review the four instructional strategies to promote language development with the provider:

Link: Linking is making a connection between new objects, ideas, or concepts and something the child already knows or has experienced.

Narrate: Narrating is stating what a child is doing, or what you observe happening. Narrating often uses other strategies like labeling, describing, and explaining.

Think Aloud: Thinking aloud is saying your own thoughts out loud. This strategy is often used around younger children to expose them to more language and vocabulary.

Rephrase: Repeating back a word or phrase said by the child, using correct grammar, pronunciation, or adding words to make it into a complete sentence.

Extend: Extending goes a step beyond rephrasing. Extending creates a more complete sentence from the child’s utterance, and it adds a new idea or more information about the same topic.

Ask the teacher the following: Name one classroom activity that you have planned for this week. Can you think of ways that you could use these strategies during this activity to enrich the language experience for the children?

- HINT: If teachers can give specific examples, praise them and encourage them to continue to look for opportunities to implement the instructional strategies throughout the day. Point out that the daily experiences, conversations, and activities that they are fostering with children lay the foundation for children to be successful in other areas of learning.
- If a teacher cannot provide specific examples, prompt her/him to visit the *CIRCLE Activity Collection: Infant and Toddler*, suggesting activities that align with the instructional strategy.
- You can also prompt teachers by asking about the kinds of activities that they use in their classrooms and highlight the tips provided under each instructional activity.

Ask the teacher the following: What is the difference between secure and insecure attachment?

- If the teacher cannot provide the difference between secure and insecure attachment, offer these friendly definitions and have the caregiver refer to the “Hear from the Experts” section in the theater and watch the attachment theory film.

Attachment describes the emotional connection between a child and his caregiver. Attachment theory helps us understand the important qualities of a relationships between a child and a caregiver. In order to grow and develop in healthy ways, children must develop a secure, trusting relationship with at least one consistent, nurturing caregiver during the first years of life.

Secure attachment: When a familiar caregiver typically responds in a warm, loving manner each time the baby signals, the baby learns that she is safe and valued, and that her needs will be met.

Insecure attachment: If a baby communicates her needs but is not responded to in a warm and consistent way, she will learn over time that adults cannot be trusted to take care of her and respond to her signals.

STEP 3: SKILL DEVELOPMENT CHECKLIST AND REVIEW “PART 3” CONCEPTS

- From the last call the teacher was assigned to complete the Child Skill Language Development Checklist for two children in his or her class.

Ask the teacher the following: How was your experience completing the checklist? What did you learn about the children and their language development?

- On the next call, you will discuss five additional strategies that can be used to promote language development (*Ask Questions, Pace, Encourage Conversation, Invite Participation, and Scaffold*).

STEP 4: CONCLUDE CALL

- Ask teacher if s/he has any questions.
- Highlight teacher’s accomplishments.
- Remind teacher that every day is a critical opportunity to support the language development of each child.
- Give teacher your email address for technical assistance if applicable.



BEECH Call Guide, Session 1: Setting up the Environment for Learning

Objective: The purpose of this call is to review “Setting up the Environment for Learning” and preview “Reading Children’s Signals”. Your goal is to guide the provider to:

- Articulate specific strategies providers can use to set up positive learning environments
- Be able to define the concept of reading children’s signals
- Practice environmental changes and read children’s signals

Step 1: Organize for the Call/BEECH Progress

- Review BEECH Summary Sheets for “Setting up the Environment for Learning” and “Reading Children’s Signals” sessions to familiarize yourself with concepts.
- Briefly review provider’s report on BEECH online completion.
- Tell provider which session(s) are complete.

If online session(s) are incomplete, help her problem solve what day she will complete the online session. Explain that she will not receive training clock hours (through a certificate) unless she completes all of the sessions in the Module.

Step 2: Review “Setting up the Environment for Learning” Session’s Concept

Briefly review online session’s concept.

Think back over the past week and tell me about how you changed your learning environment.

HINT: If provider can give specific examples, praise her and encourage her to continue maintaining a safe, fun, and inviting environment for her children. If there are additional changes that need to be made to the environment, encourage her to continue working on her environment.

If provider cannot provide specific examples, prompt her by asking about the following strategies she could have used in the previous week:

- a) Did she change activities and materials in her home to fit a theme?
 - a. Change activities and materials often to introduce new things to children. Provider could use topics, such as animals, food, community helpers, or transportation that may be exciting for children.
- b) Are there new or improved storage solutions?

- a. Storage can be an obstacle for providers. Have provider consider using containers, room dividers, shelves, and baskets to help organize materials. Also, use labels with names and pictures with storage containers to help children easily clean after themselves.
- c) Is a schedule used? Are there daily routines?
 - a. Routines help organize and structure the day so children have an idea of what will happen next. Although children (and providers should) measure time by their interest in activities, not actual time on a clock, it is important to keep some routines on a specific time frame, such as mealtimes, outdoor play, nap time, arrival and departure.
- d) Are transitions used?
 - a. Transitions help children move from one activity to another smoothly. It's sometimes difficult to move children from one activity to another without preparation. Planning a transition will allow time for children to finish working with an activity and move to the next one at their own pace. To help with transitions, provider can use a chart with words and pictures, sing songs, and play small games.
- e) Is the learning environment safe for multi-age children?
 - a. Young children love to play with toys and materials. However, what is appropriate for a 3-year-old may not be what an infant should be touching. Help the provider think about how to arrange materials for all children to access or not access.

How did changing the environment affect children's behavior, growth, or development?

HINT: An organized, fun, and safe environment encourages positive behavior. Children feel safe and secure because they have a special space for their belongings, know what to expect throughout their day, and they have a variety of exciting toys and materials to play with. A safe, fun and inviting environment supports learning and growth.

Ask her how the children reacted to the changes in their environment. What happened? Did they focus better on activities? How was clean-up time and transitioning to different activities affected by changes to environment?

Why is it important to provide a well-organized learning environment for all the children in your care?

HINT: Children need to understand what the expectation for their learning is for the day. By having routines in place, children will begin to understand where and when to play throughout the day. Exciting materials and environments naturally draw children's interest and curiosity. Planning ahead will help ensure success for transitioning from activity to activity.

Step 3: Review “Reading Children’s Signals” Session’s Concept

Introduce the next online session’s concept by saying, **The next online session is about reading children’s signals. Signals are all of the ways your children try to communicate with you. Name one positive signal your children have used** (have her name one per age group [infants, toddlers, preschoolers]) **this past week.**

HINT: If provider is unable to describe positive signals, ask more specific questions and give specific examples (E.g., when you build with blocks with your children, what do they do? When you’re feeding your infants and you feed them something they like, what do they do?).

Examples of positive signals: Smiling, kicking legs, reaching for object, clapping hands

Name one negative signal your children have used (have her name one per age group [infants, toddlers, preschoolers]) **this past week.**

HINT: If provider is unable to describe negative signals, ask more specific questions and give specific examples (E.g., when you transition from playing to nap time, what do they do? When you serve a snack a child doesn’t like, what does the child do?).

Examples of negative signals: Crying, pushing object away, turning head away

Step 4: Conclude Call

- Ask provider if she has any questions.
- Highlight provider’s accomplishments.
- Remind provider when the Module closes for the semester.
- Give provider the BEECH technical assistance toll-free number.

SESSION 1: SETTING UP THE ENVIRONMENT FOR LEARNING

DEFINITION: Learning environments that provide a variety of opportunities for children help support their learning by providing a safe and inviting atmosphere to explore and have fun.

KEY TERMS/CONCEPTS:

- Caregivers should ***change activities and materials*** often to introduce new things to the children. This will help with managing their time. Think about the seasons, monthly holidays and celebrations, festivals in the neighborhood, and other interesting topics that may be exciting for the children in care.
- ***Storage*** is the number one obstacle for providers. They can use containers with lids that fit easily in corners of the room. Simple dividers are great for hiding storage areas.
- Children need to understand how and when to play, learn, eat, and rest during their day. ***Routines*** help to organize and structure the day so that children have an idea of what will happen next.
- ***Transitions*** will help move children from one activity to another smoothly. It's sometimes difficult for children to move from one activity to another without preparation. Planning a transition will allow time for children to finish working with an activity and move to the next one at their own pace.

IMPORTANCE OF ENVIRONMENT: Children respond best to environments that make them feel safe and secure. When they are given a special place to keep their belongings, children feel respected. When they know where to play, they are less likely to wander. When they know which things they may play with and which are off-limits, they learn to respect the rights of others. Children who have a wide variety of interesting and age-appropriate toys are more likely to become involved in purposeful play. When the environment supports group living, fights are rare and the day goes well. When the environment is set up poorly, children may be confused. They may fight over toys or cry because they want a toy that another child is using. (Teaching Strategies, Inc., 2009)



BEECH Call Guide, Session 2: Reading Children's Signals

Objective: The purpose of this call is to review “Reading Children’s Signals” and preview “Using a Warm Responsive Style, Part 1”. Your goal is to guide the provider to:

- Be able to define the concept of reading children’s signals and its importance in developing and learning
- Be able to define the concept of responding warmly and sensitively to children’s signals
- Practice reading and responding to children’s signals

Step 1: Organize for the Call/BEECH Progress

- Review BEECH Summary Sheets for “Reading Children’s Signals” and “Using a Warm Responsive Style, Part 1” sessions to familiarize yourself with concepts.
- Briefly review provider’s report on BEECH online completion.
- Tell provider which session(s) are complete.

If online session(s) are incomplete, help her problem solve what day she will complete the online session. Explain that she will not receive training clock hours (through a certificate) unless she completes all of the sessions in the Module.

Step 2: Review “Reading Children’s Signals” Session’s Concept

Briefly review online session’s concept.

Tell me your thoughts about the online session “Reading Children’s Signals”.

HINT: Praise the provider for completing the online session and encourage provider to discuss the session.

Let’s go over a few questions to help us review signals, and think about what signals you saw in your children during the past week. What is a signal?

HINT: Signals are ways to communicate what you like (positive signal) or do not like (negative signal); for example, smiling, fussing, looking interested, turning head away.

What signals did you notice during play time or meal time?

HINT: Any facial expressions, gestures, body movements or words

Why is noticing signals important?

HINT: Provider can learn a lot about children from paying attention to their signals and interpreting them correctly. When provider knows what children are trying to tell her, then she can make better decisions about how to respond.

Step 3: Preview “Using a Warm Responsive Style, Part 1” Session’s Concept

Introduce the next online session’s concept by saying, **When you observe a child’s signal, it is important to respond because children learn that they can trust others to help them, and that others will take notice of what they are interested in. Also, young children learn to be more cooperative because they see that you are willing to help them by working with their needs and wants.**

It is important that your response happens as soon as children signal so they feel noticed and not ignored. The response needs to be directly related to what children signaled. This responsiveness helps children learn to signal more often. This is being contingently responsive.

Give me an example of you being contingently responsive.

HINT: Help provider give an example of a child’s signal and how they responded. Ask provider if her response was prompt and linked to the child’s signal. For example: While outside Johnny threw a ball. Provider caught the ball and threw it back to Johnny and said “Good throw!”

When responding to young children’s signals, the words you use are important, but your answers involve more than words. Your response also includes sensitivity behaviors. Sensitivity behaviors include vocal and facial expressions, appropriate pacing and tone of voice, and using words young children can understand. What sensitivity behaviors do you use now?

HINT: Ask provider about her tone of voice, how fast and slow she talks to children, her facial expressions, etc. Ask her to discuss when these sensitivity behaviors change. For example, she may use a high-pitched voice with an infant and speaks slowly and in simple language when giving directions to a toddler.

Step 4: Conclude Call

- Ask provider if she has any questions.
- Highlight provider’s accomplishments.
- Remind provider when the Module closes for the semester.
- Give provider the BEECH technical assistance toll-free number.

SESSION 2: READING CHILDREN'S SIGNALS

DEFINITION: Ways children tell us what they like and don't like by using facial expressions, gestures, body movements and words; for example, smiling, fussing, looking interested, turning head away, pointing to something they want, shaking head "no".

KEY TERMS/CONCEPTS:

- Children use **positive signals** when they like or are interested in something.
 - Examples: Smiling, kicking legs, reaching for object, claps hands
- Children use **negative signals** when they do not like or are not interested in something.
 - Examples: Crying, pushing object away, turning head away
- Sometimes children have **unclear signals**, which mean that it is sometimes difficult to figure out what children want, or what they're thinking or feeling.
- Children sometimes need to be re-positioned to help them play with toys or socially engage with caregivers. Watch children's signals to determine if **positioning** is a problem.

IMPORTANCE OF SIGNALS: When caregivers pay attention to children's signals, it helps them understand children's needs. It can also help prevent some behavior outbursts. Ignoring children's signals makes them feel frustrated and unimportant, while paying attention to children's signals and responding positively helps them child feel loved and understood.

FOR INFANTS, TODDLERS AND PRESCHOOLERS: The purpose of signals is to communicate with others, to let others know what they want or how they feel. Children signal to communicate their likes, dislikes, feelings, independence, and helping behaviors. Pay attention to facial expressions, body positions, words child used, and think about what just happened to understand unclear signals.



BEECH Call Guide, Session 3: Using a Warm Responsive Style, Pt 1

Objective: The purpose of this call is to review “Using a Warm Responsive Style, Part 1” and preview “Labeling Objects and Actions”. Your goal is to guide the provider to:

- Articulate specific strategies provider can use to respond warmly and sensitively to children’s signals
- Be able to define the concepts of contingent responsiveness, sensitivity behaviors, and signal-response-effect cycle
- Understand how to build children’s language skills through labeling objects and actions
- Practice responding to children’s signals and building children’s language skills

Step 1: Organize for the Call/BEECH Progress

- Review BEECH Summary Sheets for “Using a Warm Responsive Style, Part 1” and “Labeling Objects and Actions” sessions to familiarize yourself with concepts.
- Briefly review provider’s report on BEECH online completion.
- Tell provider which session(s) are complete.

If online session(s) are incomplete, help her problem solve what day she will complete the online session. Explain that she will not receive training clock hours (through a certificate) unless she completes all of the sessions in the Module.

Step 2: Review “Using a Warm Responsive Style, Part 1” Session’s Concept

Briefly review session’s concept.

Let’s remind ourselves about the important things learned last week about responding. What does being responsive mean?

HINT: Letting children know you have heard and understood what they want. It also means doing this in a sensitive and supportive way as soon as you realize they are signaling a need.

- **Sensitivity behaviors** are ways caregivers respond to children’s signals. These include such behaviors as calm tone of voice, how fast or slow caregivers move or talk, facial expressions, checking child’s position, physical affection, praise and encouragement.
- Provider uses **contingent responsiveness** when she responds warmly and promptly to children’s signals and the response is linked to the child’s signal. Example: A child reaches for a toy (positive signal) and the caregiver promptly gives the toy to the child (contingent response).

- Being responsive is a **three-part sequence** of events: child signals, caregiver responds, and child experiences that the signal had an effect. Example: SIGNAL- A child pushes away his snack. CONTINGENT RESPONSE - Provider says, “Oh, you don’t like carrots Jack? Would you like pretzels instead?” EFFECT - The child nods his head when provider says pretzels. He feels heard and understood by caregiver.

Why is it important to respond when children signal?

HINT: When children feel that their signal had an effect, they learn to trust that others will be there for them, they are more cooperative, they have better self-esteem, and they learn to do more on their own.

Step 3: Preview “Labeling Objects and Actions” Session’s Concept

Introduce the next online session’s concept by saying, The next online session focuses on building children’s language skills. Naming objects and actions is called “labeling”. When you label objects and actions as you do activities with children like playing, reading, or doing things around the home, you help build children’s vocabulary. Although children understand many more words than they can say, they are rapidly learning to say and understand words.

What are some different ways to teach children new words?

HINT: Tell children names of objects and actions while they are playing with objects. Look for signals that children are interesting in knowing the label of an object. Encourage them to try to say the word, and praise their effort, even if they do not enunciate correctly. Children learn new words by reading books with adults and identifying objects in pictures.

Another strategy to use is the hand-over-hand technique. This is when you put your hand over the child’s hand to help them play with a toy or make a specific movement. It’s used to help babies practice self-feeding, make a toy work, or put things into a container. Why would it be helpful to use the hand-over-hand technique?

HINT: Using the hand-over-hand technique shows a young child how to play with a toy without taking it away from the child. It allows the child to focus their attention on the toy and the action they are doing with it. If the toy is taken away from the child, demonstrate the action, and then give the toy back; the child needs to have the mental energy to shift attention from the toy, to you, back to the toy. This series of actions may be very hard for young children who have little extra mental energy to direct towards people and toys.

Step 4: Conclude Call

- Ask provider if she has any questions.
- Highlight provider’s accomplishments.
- Remind provider when the Module closes for the semester.
- Give provider the BEECH technical assistance toll-free number.

SESSION 3: USING A WARM RESPONSIVE STYLE, PART 1

DEFINITION: Responding warmly to children’s signals means answering promptly and sensitively to children’s needs.

KEY TERMS/CONCEPTS:

- **Sensitivity behaviors** are ways caregivers respond to children’s signals. These include such behaviors as calm tone of voice, how fast or slow caregivers move or talk, facial expressions, checking child’s position, physical affection, praise and encouragement.
- Caregiver use **contingent responsiveness** when they respond warmly and promptly to children’s signals and the response is linked to the child’s signal.
 - Example: A child reaches for a toy (positive signal) and the caregiver promptly gives the toy to the child (contingent response).
- Being responsive is a **three-part sequence** of events: child signals, caregiver responds, and child experiences that signal had an effect.
 - Example:
 - SIGNAL: A child pushes away his snack.
 - CONTINGENT RESPONSE: Caregiver says, “Oh, you don’t like carrots Jack? Would you like pretzels instead?”
 - EFFECT: The child nods his head when caregiver says pretzels. He feels heard and understood by caregiver.

IMPORTANCE OF RESPONDING WARMLY: When you observe a child’s signal, it is important to respond because children learn that they can trust others to help them, and that others will take notice of what they are interested in. Also, young children learn to be more cooperative because they see that you are willing to help them by working with their needs and wants. Responding to children’s signals help children become more self-confident, develop better self-esteem, and feel that others value their needs and interests. When children get early support, praise and encouragement from caregivers, they gain confidence in their abilities and are more interested in trying things on their own.

FOR INFANTS, TODDLERS AND PRESCHOOLERS: When caregivers are responsive to children’s signals, children learn that they can trust others to help them, and that their needs and ideas are important. Children are often more willing to cooperate with caregivers that are warm and responsive to their needs, because children’s needs and feelings are acknowledged. When children get the early support, praise, and encouragement from caregivers that responding provides, they gain confidence in their abilities and are more interested in trying things on their own.



BEECH Call Guide, Session 4: Labeling Objects and Actions

Objective: The purpose of this call is to review “Labeling Objects and Actions” and preview “Supporting Reading with Young Children”. Your goal is to guide the provider to:

- Be able to effectively build children’s language skills through labeling objects and actions
- Read aloud effectively to young children
- Practice building children’s language skills and reading aloud to young children.

Step 1: Organize for the Call/BEECH Progress

- Review BEECH Summary Sheets for “Labeling Objects and Actions” and “Supporting Reading with Young Children” sessions to familiarize yourself with concepts.
- Briefly review provider’s report on BEECH online completion.
- Tell provider which session(s) are complete.

If online session(s) are incomplete, help her problem solve what day she will complete the online session. Explain that she will not receive training clock hours (through a certificate) unless she completes all of the sessions in the Module.

Step 2: Review “Labeling Objects and Actions” Session’s Concept

Briefly review session’s concept.

Let’s talk about the important things you learned about labeling. What does labeling objects and actions mean?

HINT: Telling children the names of objects and actions.

What kinds of things can you start teaching babies (or toddlers and preschoolers) about language while playing with them?

HINT: Tell child name of toy, parts of toy, what toy does, and what sound it makes. Encourage turn taking by imitating baby’s actions and words, and encourage turn taking by having a conversation with children (pausing long enough for child to respond).

What should you do if a child tries to say a word, but she can't say it quite right, like "tare" for "square"?

HINT: Praise effort; be positive and encouraging and encouraging of approximations. Model correct pronunciation, but do not scold child or make her say it perfectly.

Step 3: Preview "Supporting Reading with Young Children" Session's Concept

Introduce the next online session's concept by saying, The next online session focuses on how to read books with young children. Reading aloud is the single most important activity for supporting children's success later when they learn to read for themselves.

What do children learn when you read to them?

HINT: Reading to young children builds skills, such as:

- Vocabulary (learning new words)
- Concept development (learning new ideas and information)
- Listening comprehension (paying attention to what they hear and understanding it)
- Language skills (such as describing experiences, retelling stories, asking and responding to questions)

Reading aloud to young children should be an activity filled with fun and learning. What should you do before reading a book? During a book read? After a book read? What do you find difficult when reading to young children?

HINT: Ask each question one at a time and encourage provider to share what is difficult when reading to children.

- Before reading:
 - Have a comfortable space to read aloud to children
 - Let children select book (if possible)
 - Talk to the children about the title of the book, author, and illustrator
- During reading:
 - Use warm, energetic tone of voice
 - Use sound effects or animal noises to engage children
 - Be flexible
 - Let young children move around
 - You don't have to finish the book
 - Show physical affection to children

- Do NOT force young children to sit still, and not wiggle
 - Being negative would probably make children feel bad about reading and books.
- After reading:
 - Ask open-ended questions
 - Use story extenders

Step 4: Conclude Call

- Ask provider if she has any questions.
- Highlight provider's accomplishments.
- Remind provider when the Module closes for the semester.
- Give provider the BEECH technical assistance toll-free number.

SESSION 4: LABELING OBJECTS AND ACTIONS

DEFINITION: Naming objects and actions is called “labeling”. When caregivers label objects and actions as they do activities with children like playing, reading, or doing things around the home, caregivers help build children’s vocabulary.

KEY TERMS/CONCEPTS:

- Use the ***hand-over-hand*** technique instead of taking toys/object away from children. Place your hand over the child’s hand to help the child learn to play and use the toy/object.
- Labeling objects and actions help build children’s vocabulary, that is, the number of words they can understand, ***receptive language***. Once children have heard a lot of labels, they will be able to use more words to communicate, and build their ***expressive language***.

IMPORTANCE OF LABELING OBJECTS AND ACTIONS: There are different ways caregivers can help young children learn how to understand and use words. Young children signal their interest in learning the name of an object or action by asking, showing, or looking at the toy or object and then the caregiver. Often when children are interested in the toy/object and the caregivers labels these objects and actions young children will attempt to label the object too. Young children learn words better when caregivers repeat and emphasize the word that they want the child to learn. Older preschool children will repeat words and often try to use new words randomly throughout the day.

When encouraging children to say words, remember it helps to give them plenty of time to try a new word. Praising children for even making a small sound can encourage them to try again. Toddlers and young preschoolers are not expected to say words clearly. It is just important that they try to make sounds that begin to stand for toys and objects. With practice, young children will begin to say words. Also, it is important to set aside special time for children to use and listen to words. Reading books to young children is one of the best ways to help them learn new words.



BEECH Call Guide, Session 5: **Supporting Reading with Young Children**

Objective: The purpose of this call is to review “Supporting Reading with Young Children.” Your goal is to guide the provider to:

- Read aloud effectively to young children
- Practice reading strategies

Step 1: Organize for the Call/BEECH Progress

- Review BEECH Summary Sheet for “Supporting Reading with Young Children” sessions to familiarize yourself with concepts.
- Briefly review provider’s report on BEECH online completion.
- Tell provider which session(s) are complete.

If online session(s) are incomplete, help her problem solve what day she will complete the online session. Explain that she will not receive training clock hours (through a certificate) unless she completes all of the sessions in the Module.

Step 2: Review “Supporting Reading with Young Children” Session’s Concept

Briefly review session’s concept.

Let’s talk about reading with young children. The online session discussed different strategies to use before, during, and after a book read. Tell me about some of those strategies.

HINT: Allow the provider some time to think of strategies. Briefly explain strategies that she does not mention.

- Before reading:
 - Have a comfortable space to read aloud to children
 - Let children select book (if possible)
 - Talk to the children about the title of the book, author, and illustrator
- During reading:
 - Use warm, energetic tone of voice
 - Use sound effects or animal noises to engage children
 - Be flexible
 - Let young children move around
 - You don’t have to finish the book

- Show physical affection to children
 - Do NOT force young children to sit still, and not wiggle
 - Being negative would probably make children feel bad about reading and books.
- After reading:
 - Ask open-ended questions
 - Use story extenders

Step 3: End of Module

Explain to provider that this is the last session in the Module and there will be a short break before the next Module begins.

Step 4: Conclude Call

- Ask provider if she has any questions.
- Highlight provider's accomplishments.
- Remind provider when the Module closes for the semester.
- Give provider the BEECH technical assistance toll-free number.

SESSION 5: SUPPORTING READING WITH YOUNG CHILDREN

DEFINITION: Reading aloud is the single most important activity for supporting children’s success later when they learn to read for themselves. The major goal of book reading is to expand children’s understanding about each particular story, knowledge of the world around them and the way book language differs from oral language.

KEY TERMS/CONCEPTS:

- Reading to young children builds skills, such as
 - **Vocabulary** (learning new words)
 - **Concept development** (learning new ideas and information)
 - **Listening comprehension** (paying attention to what they hear and understanding it)
 - **Language skills** (such as describing experiences, retelling stories, asking and responding to questions)
- **Before reading:**
 - Have a comfortable space to read aloud to children
 - Let children select book (if possible)
 - Talk to the children about the title of the book, author, and illustrator
- **During reading:**
 - Use warm, energetic tone of voice
 - Use sound effects or animal noises to engage children
 - Be flexible
 - Let young children move around
 - You don’t have to finish the book
 - Show physical affection to children
 - Do NOT force young children to sit still, and not wiggle.
 - Being negative would probably make children feel bad about reading and books.
- **After reading:**
 - Ask open-ended questions
 - Use story extenders

IMPORTANCE OF READING: The more children are read to the more they want to read. Book reading becomes a fun part of their daily routine. Children develop the understanding that books are “friends” that can entertain and inform them. It is recommended to read 2 to 3 times a day with children. The younger the child is when he or she begins to enjoy reading, the better. That is why introducing children to books at an early age is important to set them up for later success.