

 **Teacher Time** Welcome!

While you wait for Teacher Time to begin, please:

- Introduce yourself in the chat box, and
- Let us know: Where are you from, and what is your role?



"Communication is fundamental to the human experience, and language and literacy are essential to children's learning."

"Language and literature skills can be developed in any language, and for the most, they developed first in the child's home language."

Head Start Early Learning Outcomes Framework: Ages Birth to Five

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**TEACHER TIME:**  
Language & Literacy for Preschoolers

January 19, 2018

**Hosts:** Judi Stevenson-Garcia & Treshawn Anderson

**Guest Experts:** Carrie Germeroth & Linda Espinosa

**Chat Room Facilitator:** Jan Greenburg

NCECDTL

NATIONAL CENTER ON Early Childhood Development, Teaching and Learning

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 **Adobe Connect Features**

Chat Room Facilitator:  
Jan Greenburg



- Download supporting documents
- Raise your hand!
- Video note
- Complete evaluation

NCECDTL

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 **Teacher Time** 2017-2018 Series

Four Infant/Toddler Webisodes      Four Preschool Webisodes




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 **Teacher Time** Language and Literacy:  
Language and Communication

Vocabulary      Phonological Awareness




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 **Teacher Time** Vocabulary

Preschoolers:

- Are sophisticated language users who harness language to take in new and complex information and organize their world.
- Add mathematical or scientific terms such as semi-circle or T-Rex to their vocabulary.
- Begin to understand word categories, (e.g., hammers and screwdrivers are tools); and
- Begin to understand relationships among words, such as the opposite of up is down.




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### Phonological Awareness

- Preschoolers are beginning to grasp how written language is structured into sounds and symbols.
- They play rhyming games and learn the names of letters and associated sounds.



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### Language & Literacy Experts

Carrie Germeroth



Linda Espinosa



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### Effective Practices: Vocabulary

- Make interactions warm and personal.
- Introduce words that describe objects, actions, and attributes.
- Use multi-syllable and sophisticated words repeatedly so children can master them.
- Introduce new words before reading a book or telling a story.
- Notice and respond when a child initiates a conversation.
- Intentionally teach words as they come up in context.



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 **Teacher Time** **Effective Practices: Vocabulary**

- Help children learn words used to express feelings and desires (ties in with S/E development).
- Use the language(s) you know best when communicating with children.
- Connect to home – learn important words and how to pronounce them correctly in child's home language if you don't speak it




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 **Teacher Time** **Effective Practices: Phonological Awareness**

- Watch/listen for children's spontaneous play with sounds of language. Respond by encouraging and extending it.
- Play word-combining games to make compound words like rain/coat and sun/shine.
- Use photos or pictures for visual cues and to make the games hands-on for children.
- Clap the syllables in a child's name to identify them during transition activities.
- For older preschoolers, play guessing games in which children add sounds together (/c/ + /up/ = cup) or subtract beginning sounds to make a new word (rice - /r/ = ice).




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 **Teacher Time**

- Use the language(s) you know best when communicating with children.
- Share songs, rhymes, chants, stories in their home languages.
- Learn about ways children's families use language in their homes and incorporate ideas in your setting.
- Learn about phonological differences between English and children's home languages.
- Include picture books in children's home language(s) in the environment.
- Intentionally pair DLLs who have different levels of English language skills to work on puzzles, play literacy or math games, or even cooperate on computer games.

**Supporting Children who are Dual Language Learners**

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**Teacher Time** Planned Language Approach

**The Big 5 The Big Picture**  
Phonological Awareness

1. Alphabet Knowledge and Early Writing
2. Background Knowledge
3. Book Knowledge and Print Concepts
4. Oral Language and Vocabulary
5. Phonological Awareness

**How Caregivers and Teachers Support Oral Language and Vocabulary**

**STRATEGIES**




<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

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**Teacher Time** Approaches to Learning

- A safe environment and nurturing, responsive daily interactions help children approach learning in a positive way.
- When you're creative, children learn to be creative – and use language in creative ways.
- Knowing what families value, in terms of approaches to learning, will help you understand the children you work with so you can better meet their needs.




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**Teacher Time** Ongoing Assessment

- *Focused* observation and *intentional* engagement
- Two-way communication
- Families are the best source of information




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## Ongoing Assessment



- Use ongoing assessment as a base from which to plan interactions and learning experiences.
- Documentation is key – what do you notice about children that is new or important to help you understand how they're developing?
- Use culturally and linguistically responsive assessment practices
- Use ongoing assessment as way to engage with families about their children's development.

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Resources:  
MyPeers – New CLRP community!  
T4T  
ELOF2GO



Remember to complete the evaluation – we value your feedback!



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