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Language
Literacy
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Attuning Students to Language & Literacy



What language concepts can you support each time you share this musical fingerplay with a child?


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Songs and Rhymes as a Springboard to Literacy

By Pam Schiller, Ph.D.

Music is an integral part of a quality early childhood curriculum. It plays a role in setting the tone of the classroom, developing skills and concepts, helping children make transitions, and building a sense of community. Of course, if you ask the children, they will tell you singing is a fun part of their daily activities.

In recent years, with a strong national focus on early literacy, we have begun to examine and redefine the valuable role singing songs and reciting chants and rhymes play in laying the foundation for reading readiness. We know, for example, that these activities can help build vocabulary and develop sound discrimination. Both skills are crucial to the development of literacy. The size of a child's vocabulary and his or her ability to discriminate sounds are strong predictors of how easily a child will learn to read when exposed to formal instruction (Adams, et al).

Oral language and phonological sensitivity (sound discrimination) are not the only skills that are developed when children are exposed to songs, chants, and rhyme. They can also develop listening and thinking skills. Oral language (vocabulary), phonological sensitivity and comprehension (thinking skills) are the building blocks of literacy. With conscious effort, songs, chants and rhymes become a perfect springboard for developing all three of these critical skill areas.

Just singing the songs and reciting the chants and rhymes with children provides a great foundation for literacy development, but if we really want to capitalize on the full range of benefits in using songs, chants and rhymes as a springboard to literacy, we need to purposefully use them as learning opportunities.

Using Songs and Rhymes to Build Vocabulary

Many of us grew up singing "Itsy Bitsy Spider." How many times did you sing the song before you actually knew what a waterspout was? Singing a song is not enough to optimize vocabulary growth. Although children hear the words of the song in context they may not actually know what the words mean. I thought the waterspout in "Itsy Bitsy Spider" was the faucet in the bathtub. My mother never could understand why I didn't want to get in the tub until the faucet was turned off—I was waiting for the spider to come tumbling out!

If you stop and discuss new words and their meanings, you can ensure clarity. This is an example of using the song's vocabulary in an intentional and purposeful way to increase vocabulary. Here are more ideas for using songs to build vocabulary.

1. Change words in a familiar song. Sing "twinkle, twinkle brilliant star" or silent star, gigantic star or flashing star. Use your voice to help illustrate the new adjective. Sing about a gigantic star in a gigantic voice. Sing about a silent star in a whispering voice.
2. Use familiar tunes to create your own teaching songs. Here is a song sung to the tune of "Mary Had a Little Lamb." This song teaches opposite vocabulary.

Sing a Song of Opposites
by Pam Schiller
This is big and this is small,
This is big; this is small,
This is big and this is small,
Sing along with me.

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Or follow it with a discussion of how to provide children with multiple means of expression, a key Universal Design for Learning concept.

speaking

SIGNING

gestures

POINTING

drawing

assistive technology

SINGING



Attuning Students to Language & Literacy



What else can children learn from re-reading a favorite children's book like *Goldilocks and the Three Bears*?

- Science
- Math
- Language and vocabulary
- Social studies
- Critical thinking

Language Resources



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The Language of Babies, Toddlers and Preschoolers: Connecting Research to Practice

The Early Catastrophe The 30 Million Word Gap by Age 3

Betty Hart and Todd R. Risley

During the 1960's War on Poverty, we were among the many researchers, psychologists, and educators who brought our knowledge of child development to the front line in an optimistic effort to intervene early to forestall the terrible effects that poverty was having on some children's academic growth. We were also among the many who saw that our results, however promising at the start, washed out fairly early and fairly completely as children aged.

In one planned intervention in Kansas City, Kans., we used our experience with clinical language intervention to design a half-day program for the Turner House Preschool, located in the impoverished Juniper Gardens area of the city. Most interventions of the time used a variety of methods and then measured results with IQ tests, but ours focused on building the everyday language the children were using, then evaluating the growth of that language. In addition, our study included not just poor children from Turner House, but also a group of University of Kansas professors' children against whom we could measure the Turner House children's progress.

All the children in the program eagerly engaged with the wide variety of new materials and language-intensive activities introduced in the preschool. The spontaneous speech data we collected showed a spurt of new vocabulary words added to the dictionaries of all the children and an abrupt acceleration in their cumulative vocabulary growth curves. But just as in other early intervention programs, the increases were temporary.

We found we could easily increase the size of the children's vocabularies by teaching them new words. But we could not accelerate the rate of vocabulary growth so that it would continue beyond direct teaching; we could not change the developmental trajectory. However many new words we taught the children in the preschool, it was clear that a year later, when the children were in kindergarten, the effects of the boost in vocabulary resources would have washed out. The children's developmental trajectories of vocabulary growth would continue to point to vocabulary sizes in the future that were increasingly discrepant from those of the professors' children. We saw increasing disparity between the extremes--the fast vocabulary growth of the professors' children and the slow vocabulary growth of the Turner House children. The gap seemed to foreshadow the findings from other studies that in high school many children from families in poverty lack the vocabulary used in advanced textbooks.

Just the Facts, Ma'am

Read All About It

Dual Language Learners

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Early Dual Language Learning

FRED GENESEE
McGill University

Language is a uniquely human ability, and children are uniquely capable of learning language. Indeed, it seems to be impossible to stop children from learning language. All children acquire at least one language despite radically different cultural environments and child care conditions. Many children, and possibly most children, around the world learn more than one language during the preschool years. Some children learn two, or more, languages from birth. This often happens when parents speak different languages and use their languages to raise their children. It can also happen if members of the extended

family or the immediate neighbors whom the child interacts with speak additional languages. For example, many minority language infants and toddlers live in neighborhoods where English is the dominant language, and these children come into contact with English as their world expands beyond the home. Other children begin to learn a second language in infant, toddler or day care centers. This can happen when the home language is a minority language and a majority language is used in the center, which is the case for most minority language children who attend infant, toddler programs in the United States. It can also happen when parents who speak the majority language (English in the U.S.) decide to arrange child care in another language (e.g., Spanish) because they want their child to become bilingual.

Frequently Asked Questions

Parents, educators, and other child care professionals often express misgivings and downright skepticism about raising infants and toddlers bilingually because they believe that learning one language is normal, but learning two is a burden and puts children at risk for delayed, incomplete, and possibly even impaired language development, not to mention cultural and social anomie. In this article, I review research findings on some of these and other issues, and offer suggestions about dual language learning during the infancy and toddler period. Although there is a growing research base on dual language learning in infants and toddlers, this base is somewhat limited at present, and, therefore, professionals and parents cannot rely on research findings to answer all of their questions. Consequently, a

combination of research evidence and sound professional judgment is called for when making decisions.

Is It a Good Idea to Raise Young Children Bilingually?

There are many advantages to being bi- or multilingual. First and foremost are personal and family reasons. If members of the immediate or extended family speak different languages, then it is a benefit for infants and toddlers to learn those languages so that they can be fully functioning members of the family. This is especially true if some family members speak only one language and might be cut off from communication with a child if he or she does not learn their language. This is often the case for children whose primary language is a minority language, such as Spanish or Chinese, in the United States. It is critical for minority language children to learn the home language so that their parents can communicate easily with them and take full responsibility for socializing them and preparing them for schooling later on (Wong Fillmore, 1991). Also, because language is an integral part of cultural identity, minority language children risk becoming alienated if they do not learn the home language.

The advantages of being bi- or multilingual go beyond the family. Research has shown that children who are fluent in two languages enjoy certain cognitive advantages in comparison to those who speak only one language. For example, they are better at problem solving, demonstrate greater creativity, and express more tolerant attitudes toward others (Bialystok & Martin, 2004; Genesee & Gandara, 1999). Even bilingual

individuals who are 60 or 70 years of age demonstrate certain cognitive advantages according to research published by Ellen Bialystok at York University in Toronto, Canada (Bialystok, Craik, Klein, & Viswanathan, 2004). For children to benefit from these cognitive advantages, they must have acquired high levels of competence in both languages and they must use both languages regularly. This means that parents and other child care providers should understand that if they want infants and toddlers to benefit cognitively from knowing two languages, they should be serious and committed to raising children bilingually.

Clearly, there are also advantages that come from knowing other languages when children are old enough to read, write, and use computers. There is a wealth of information available in print and electronic form nowadays. Much of this information is available in English as it is the most widely used language in the world. English is used for communication in science, politics, financial matters, education, and other topics, and is used extensively on the Internet as well as in print and on radio, television, and so on. At the same time, other world languages (e.g., Spanish, Chinese, Arabic, and Russian) are also extensively used. Children who grow up learning two languages have greater access

Abstract

Parents and child care personnel in English-dominant parts of the world often express misgivings about raising children bilingually. Their concerns are based on the belief that dual language learning during the infant-toddler stage confuses children, delays their development, and perhaps even results in reduced language competence. In this article, the author describes some of these concerns, reviews pertinent research, and offers suggestions about dual language learning during the infant-toddler period.

September 2008 Zero to Three 17

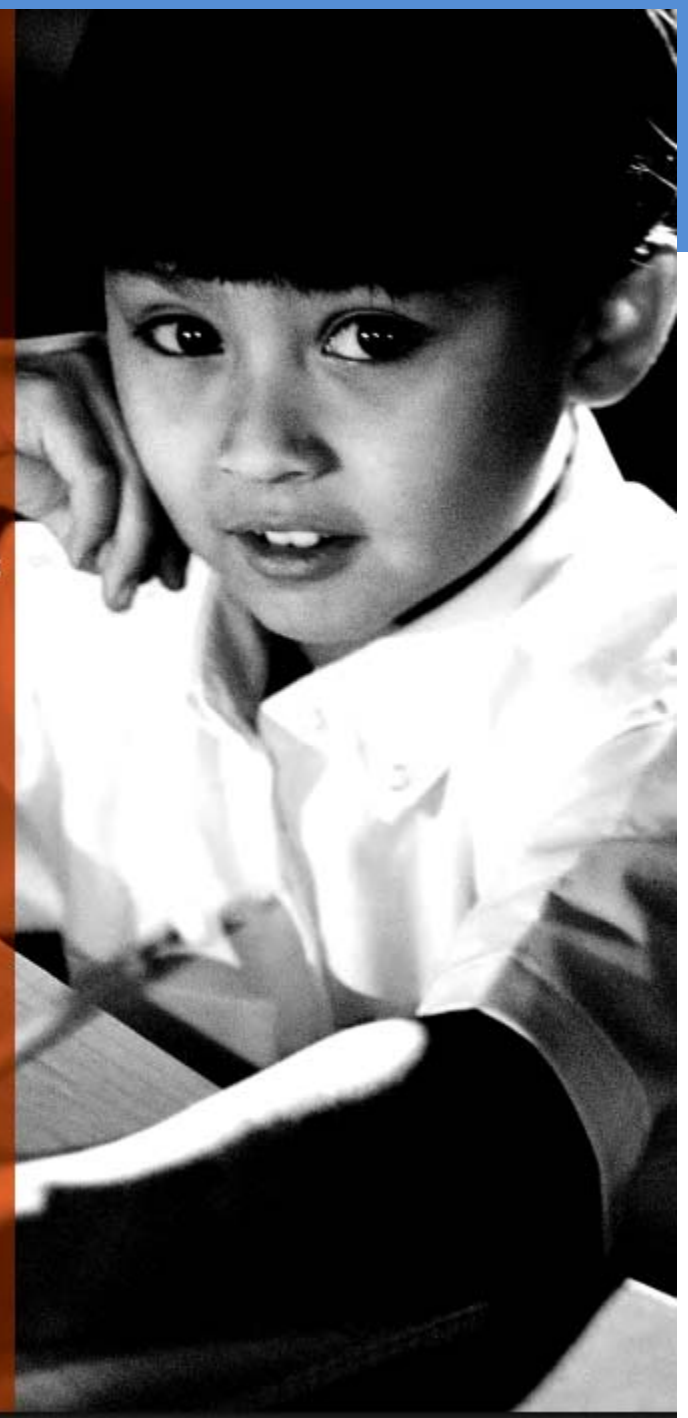


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Challenging Common Myths About Young English Language Learners

Linda M. Espinosa

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15 Minute In-Services

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Each in-service consists of a short video supplemented with handouts. A [trainer version](#) is available for use by Early Childhood Education Specialists and other training and technical assistance providers and includes a PowerPoint presentation, learning activities and other training materials.

The in-service suites can be used in a variety of ways to meet the needs of varied audiences. Staff can view the shorter version directly on the website. The [trainer version](#) can be used as part of a workshop presented alone, or combined with other in-services.

Engaging Interactions and Environments



Zoning: Staffing to Maximize Learning



Teacher-to-Teacher Talk



Engaging Children in Conversations



Thick and Thin Conversations



Asking Questions



Expansions

Expansions

Thick and Thin Conversations


Asking Questions


Engaging Children in Conversations

Engaging Children in *Conversations*

This in-service introduces basic strategies to engage children in conversations as an effective teaching practice to support meaningful interactions in the learning environment.



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To view these materials without Internet access, download the [Engaging Children in Conversation 15-minute in-service](#)  [ZIP, 151MB]. Please ensure that your computer meets the minimum system requirements before downloading.

Are you a trainer? See [Trainer version](#).

Possible assignment?



SOUND EFFECTS
CHALLENGING LANGUAGE PREJUDICE IN THE CLASSROOM
BY WALT WOLFRAM ILLUSTRATION BY ANNE WILSON

IN A TELLING EXPERIMENT CONDUCTED by Marilyn S. Rosenthal, children were asked to accept a box of crayons and drawing pad from one of two "magic boxes." The boxes looked identical, but the voices that played from a hidden speaker within each box were different: Steve spoke Standard American English and Kenneth spoke African-American

English. The interviewer played the same message from the different boxes, followed by questions such as "Which box has nicer presents?" and "Which box sounds nicer?"

The responses were revealing. "I like him [points to Steve] cause he sounds nice. I don't like him [pointing to Kenneth]."

"I think I want my present from Kenneth, if he doesn't bite."
"Cause Steve is good, Kenneth is bad."

The children in the experiment ranged from ages 3 through 5. Children acquire attitudes about language differences early and these attitudes quickly become entrenched. Linguist Rosina

SPRING 2013 29

http://www.tolerance.org/sites/default/files/general/Sound_Effects.pdf

How could you explore issues related to language prejudice with your students?

How could you challenge them to build different capabilities for young children in the classrooms where they work?

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STRATEGIES | PRACTICAL EXAMPLES | RESOURCES

Designed to give children with deaf-blindness, multiple disabilities and complex challenges expanded learning opportunities.

All Children Can Read



Early Emergent Literacy



Literacy begins at birth and builds on relationships and experiences that occur during infancy and early childhood. For example, introducing a child to books at an early age contributes to a later interest in reading. Reading together while he or she sits on your lap promotes bonding and feelings of trust. The give-and-take nature of babbling, [lap games](#), songs, and rhymes set the stage for sharing favorite picture books. Exposure to logos, signs, letters, and words leads to the knowledge that symbols have meaning. The acquisition of skills such as looking, gesturing, recognizing and understanding pictures, handling books, and scribbling lay the groundwork for conventional reading and writing.


“A love of books, of holding a book, turning its pages, looking at its pictures, and living its fascinating stories goes hand-in-hand with a love of learning. (Laura Bush, 2003)


Children with combined vision and hearing loss miss out on many of the experiences that happen [incidentally](#) for other children, but rich early learning experiences can be provided when signals.

As you foster early literacy skills in a child who is deaf-blind, expect to see the child handling and exploring books and writing materials using all of his or her senses (sometimes in unconventional “up close and personal” to reading and writing items around the house. Point out and talk about signs, symbols, and words you see at school, day care, the grocery store, and out in the


It takes intentional planning to provide meaningful early learning experiences on which to build literacy skills. Following a child’s lead provides a wealth of information about what will be results.

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CELL Center for Early Literacy Learning

<http://www.earlyliteracylearning.org/>

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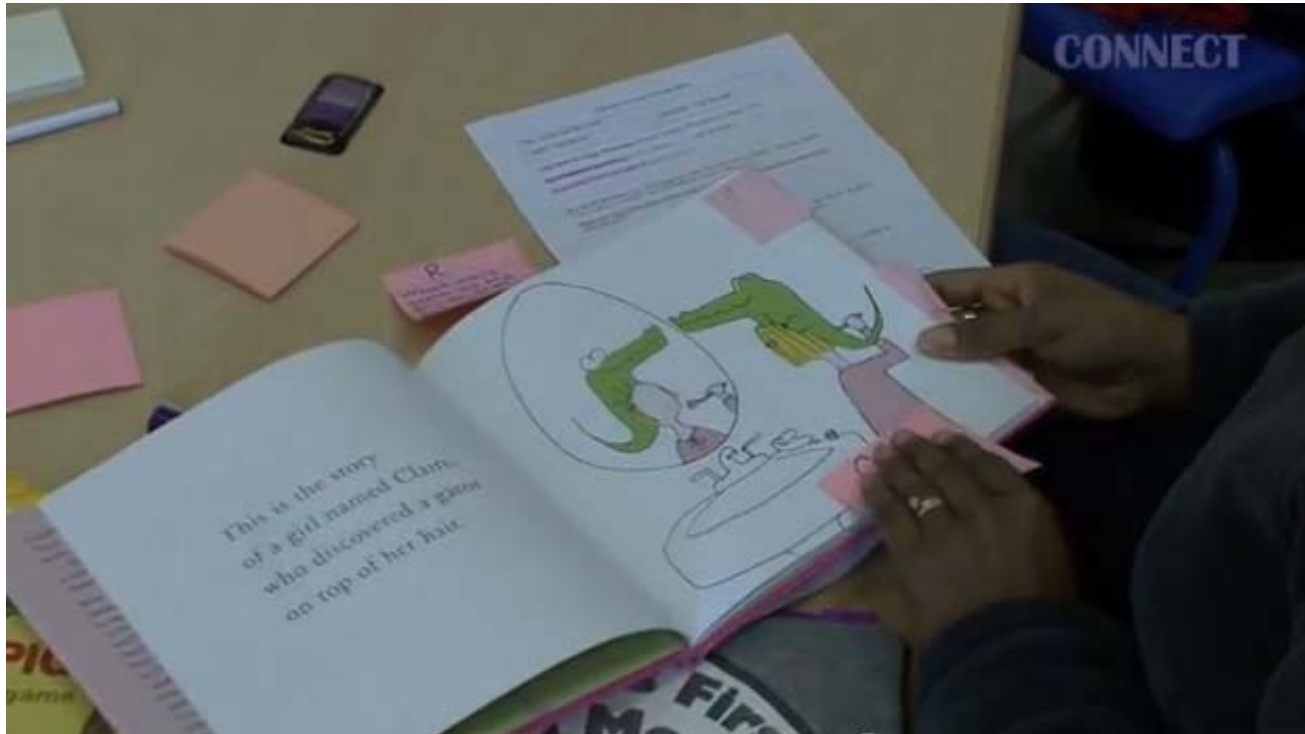
CONNECT

The Center to Mobilize Early Childhood Knowledge



<http://community.fpg.unc.edu/>

CONNECT Video 6.5: Preparing a book for dialogic reading



Available at: <http://community.fpg.unc.edu/connect-modules/resources/videos/video-6-5>

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Reading Rockets

Size: A A A

Home > Reading Topics A-Z > Sharing Wordless Picture Books



Sharing Wordless Picture Books

By: Reading Rockets

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension and an increased awareness of how stories are structured. Here are some tips for sharing wordless picture books with a child.

Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Sharing wordless books with a child provides an opportunity for literacy-rich conversations. Each "reader" listens and speaks, and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected. Elementary-aged students often enjoy writing down their original story to accompany a wordless book.

Below are a few tips for sharing wordless picture books with a child:

- Recognize that there are no "right" or "wrong" ways to read a wordless book. One of the wonderful benefits of using wordless books is how each child creates his own story (or stories!) from the same pictures.



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Launching Young Readers series

A Chance to Read

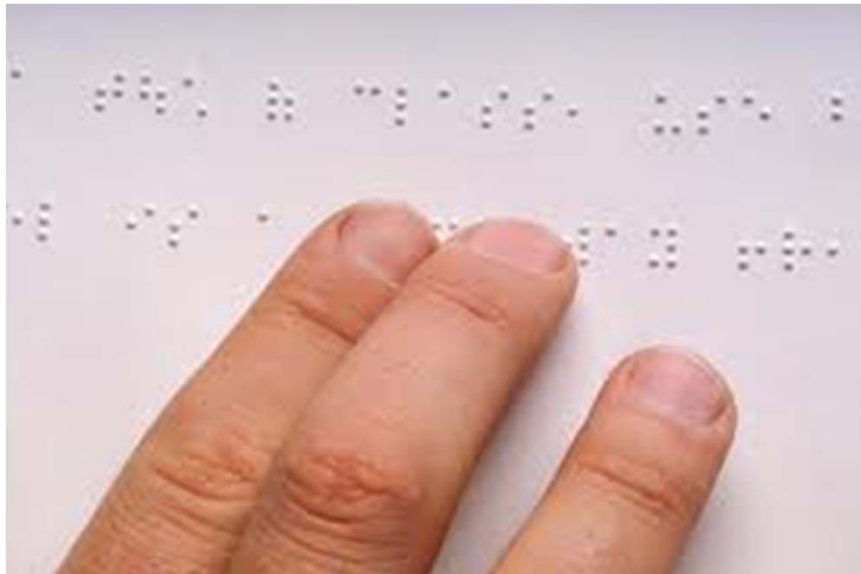
Have you ever heard of "assumicide"?



Molly Ringwald

For generations, too many people assumed that children with disabilities couldn't learn to read — so they never gave them a chance. Hosted by Molly Ringwald, "A Chance to Read" looks at the reading challenges facing kids with disabilities, and what schools across the country are doing to help them find success. In New Mexico, Minnesota, Georgia, and Texas we'll meet the amazing kids, parents, researchers, and teachers who are working to eliminate "assumicide" and give every child a chance to read.

This program is the ninth episode of *Launching Young Readers*, WETA's award-winning series of innovative half-hour programs about how children learn to read, why so many struggle, and what we can do to help.



Introduction: A Chance to Read

Hosted by Molly Ringwald, "A Chance to Read" looks at the reading challenges facing kids with disabilities, and what schools across the country are doing to help.

Just the Facts, Ma'am



Position Statements

- NAEYC
- International Reading Association

Comparisons of Different Approaches

Research Syntheses

Read All About It

Strategies specifically designed for monolingual teachers to use in supporting the literacy development of young dual language learners

Storybook Reading for Young Dual Language Learners

Cristina Gillanders and Dina C. Castro



In a community of practice meeting, teachers discuss their experiences reading aloud to dual language learners.

Susan: When I am reading a story, the Latino children in my class just sit there. They look at me, but you can tell that they are not engaged in the story.

Lisa: That happens in my class too. The little girls play with their hair, and the boys play with their shoes.

Beverly: And when you ask questions about the story, children who speak English take over and you can't get an answer from the Latino children.

Facilitator: What do you think is happening here?

Lisa: I think they just don't understand what the story is about.

Facilitator: How can we help them understand the story so they can participate?

RESEARCHERS WIDELY RECOMMEND storybook reading for promoting the early language and literacy of young children. By listening to stories, children learn about written syntax and vocabulary and develop phonological awareness and concepts of print, all of which are closely linked to learning to read and write (National Early Literacy Panel 2008). Teachers usually know a read-aloud experience has been effective because they see the children maintain their interest in the story, relate different aspects of the story to their own experiences, describe the illustrations, and ask questions about the characters and plot.

However, listening to a story read aloud can be a very different experience for children who speak a language other than English. What

happens when the children are read to in a language they are just beginning to learn? What happens when an English-speaking teacher reads a story to a group of children who are learning English as a second language?

As illustrated in the vignette at the beginning of this article, teachers often describe young dual language learners in their class as distracted and unengaged during read-aloud sessions in English. In this article, we describe teaching strategies that English-speaking teachers can use when reading aloud to young dual language learners. These strategies are part of the *Nuestros Niños Early Language and Literacy Program*, a professional development intervention designed to improve the quality of teaching practices in prekindergarten classrooms to support Spanish-speaking dual language learners (Castro et al. 2006). The intervention was developed and evaluated in a study funded by the US Department of Education. Teachers from the North Carolina More at Four Pre-Kindergarten

Cristina Gillanders, PhD, is a researcher at the FPG Child Development Institute at the University of North Carolina-Chapel Hill. She was an investigator in the *Nuestros Niños* study, and has worked with dual language learners as a bilingual preschool teacher, teacher educator, and researcher. cristina.gillanders@unc.edu

Dina C. Castro, PhD, is a senior scientist at the FPG Child Development Institute. She was the principal investigator for the *Nuestros Niños* study. Her research focuses on improving the quality of early education for children from diverse cultural and linguistic backgrounds. dina.castro@unc.edu

Photos courtesy of the authors.

A study guide for this article will be available in mid-January online at www.naeyc.org/yc.

 **naeyc**® 2, 3

Phonological Awareness Is Child's Play!



Hallie Kay Yopp and Ruth Helen Yopp

the onset-rime level of speech can, among other manipulations, blend *mm*—an together to form the spoken word *man* and separate the *r* from the rime *ipe* to say *rm*—*ipe*.

Phoneme awareness

Smaller still—in fact, the smallest unit of speech that makes a difference in communication—are phonemes. These are the individual sounds of spoken language. The number of sounds in speech varies greatly among languages, from as few as about 10 phonemes in Múra-Pirahã (spoken in a region of Brazil) to more than 140 phonemes in !Xu (spoken in a region of Africa). English speakers use

Why is phonological awareness important in reading development?

In English—and many other languages—the written language is predominantly a record of the sounds of the spoken language. With a few exceptions, the English language is written out sound by sound. (Exceptions include but are not limited to symbols such as \$, %, #, and &, which represent ideas rather than the sounds of speech; you can't sound out these symbols!) For example, to write the word *cat*, we listen to the individual sounds in the word (the phonemes) and then use the symbols that represent those sounds:

C-A-T. Sometimes sounds are represented by letter combinations rather than a single letter. The three sounds in *fish* (/f/-/i/-/sh/) are written with four letters: F-I-S-H; the combination of S and H represents the single sound /sh/.

We must be able to notice and have a firm grasp of the sounds of our speech if we are to understand how to use a written

Phonological Units

What are the phonological units in the word *chimneys*?

Word	Chimneys					
Syllables	chim			neys		
Onsets and Rimes	Ch	im	n	ey	s	
Phonemes	Ch	i	m	n	ey	s

about 44 sounds. Spanish speakers use about 24. Thinking about and manipulating these smallest sounds of speech is the most complex of the phonological awareness skills and is referred to as *phoneme awareness* or *phonemic awareness*.

Typically it is the last and deepest understanding of speech that children acquire (Stahl & Murray 1994). It involves knowing that the spoken word *light* consists of three sounds (/l-igh-t/) and the spoken word *black* consists of four (*b-l-a-c-k*). (See "Phonological Units" for a breakdown showing the syllables, onsets, rimes, and phonemes in the spoken word *chimneys*.)



©Dana E. Sisk

Read-Aloud Books That Play with Language

Books in English

Altoona Baboon, by J. Bynum. 1999. San Diego: Harcourt.
Altoona Up North, by J. Bynum. 2001. San Diego: Harcourt.
Beavis Bear and the Surprise Sleepover Party, by B. Weber. 1997. New York: Houghton Mifflin.
Chugga Chugga Choo Choo, by K. Lewis. 1999. New York: Hyperion.
Cock-a-doodle-Do! by B. Most. 1998. San Diego, CA: Harcourt.
The Happy Hippopotami, by B. Martin Jr. 1970. San Diego: Voyager.
Here's a Little Poem: A Very First Book of Poetry, by J. Yolen. 2007. Cambridge, MA: Candlewick.
The Hungry Thing, by J.A. Steptan & A. Seidler. 1987. New York: Scholastic.
Jamberry, by B. Degen. 2000. 25th ann. ed. New York: HarperCollins.
Llama llama mad as Mama, by A. Dewdney. 2007. New York: Viking.
Llama Llama Red Pajama, by A. Dewdney. 2005. New York: Viking.
The Piggy in the Puddle, by C. Pomerantz. 1974. New York: Simon & Schuster.
Runny Babbit, by S. Silverstein. 2005. New York: HarperCollins.

Tanka Tanka Skunk, by S. Webb. 2004. New York: Orchard.
There's a Wocket in My Pocket, by Dr. Seuss. 1974. New York: Random House.
What Will You Wear, Jenny Jenkins? by J. Garota & D. Griesman. 2000. New York: HarperCollins.

Books in Spanish

Albertina anda arriba: El abecedario, by N.M.G. Tabor. 1992. Watertown, MA: Charlesbridge.
Arrojó mi nito: Latino Lullabies and Gentle Games, by L. Delacre. 2004. New York: Lee & Low.
Aserrín, Aserrín: Las canciones de la abuela (Grandmother's songs), by A. Longo. 2004. New York: Scholastic.
Desatrabalenguías para trabalenguías, by H.G. Delgado. 2002. Bogotá, Colombia: Intermedio.
¡Hay un molillo en mi bolsillo! by Dr. Seuss. Tran. Y. Canetti. 2007. New York: Lectorum.
La mansión misteriosa, by C. Gil. 2007. Barcelona: Combel.

Mother Goose on the Rio Grande, by F. Alexander. 1997. Lincolnwood, IL: Passport.
Las nanas de abuelita: Canciones de cuna, trabalenguas y aduvinanzas de Suramérica, by N.P. Jaramillo. 1994. New York: Henry Holt.
Los niños alfabéticos, by L. Ayala & M. Isona-Rodriguez. 1995. Watertown, MA: Charlesbridge.
Números tragaldabas, by M. Robledo. 2003. Mexico: Ediciones Destino.
Pío Peep! Rimas tradicionales en español. Edición especial, by A.F. Ada & F.I. Campoy. 2003. New York: HarperCollins.
Los pollitos dicen: Juegos, rimas y canciones infantiles de países de habla hispana, by N.A. Hall & J. Sylverson-Stork. 1999. Boston: Little, Brown.
El sapo distraído, by J. Rondón. 1989. Caracas, Venezuela: Ediciones Ekare.
Los sonidos a mi alrededor, by P. Showers. 1996. Harper Arco Iris.
El toro pinto and Other Songs in Spanish, by A. Rockwell. 1995. New York: Aladdin.
Tortillitas para Mama, by M.C. Grigo, B.L. Bucks, S.S. Gilbert, & L.H. Kimball. 1981. New York: Henry Holt.

Read All About It

EFFECTIVE APPROACHES TO MOTIVATE AND ENGAGE RELUCTANT BOYS IN LITERACY

Nicole Senn

This article explains why boys are often such reluctant readers and writers and provides classroom teachers with strategies to better engage them in literacy.

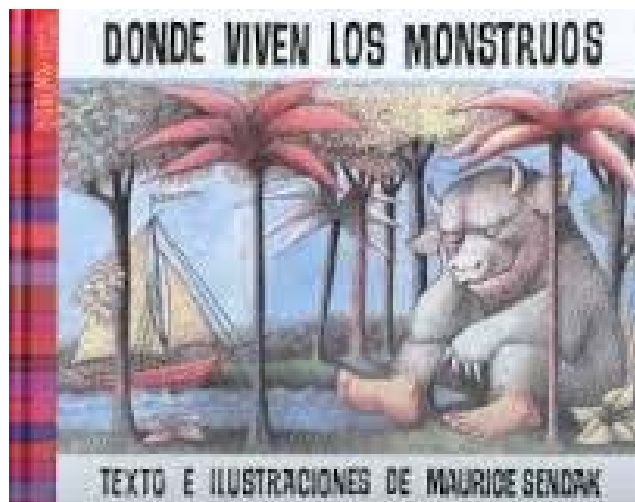
As a first-grade teacher, literacy is my favorite thing to teach. Helping my students grow from kindergarteners into fully fledged readers and writers in just one year is an extraordinary process. Even more gratifying than observing my students' rapid literacy development is cultivating within them a love of books and a desire to write.

I am thrilled beyond words when a first grader can tell me with absolute certainty that Mo Willems is his favorite author, that he has just finished writing a story he wants to share with the class, or that

Nicole Senn is a first-grade teacher at Sycamore Trails Elementary School, Elgin School District, Illinois, USA; e-mail nicolesenn@u-45.org




¡Colorín colorado!



In English

En español

- For Educators
- For Administrators
- For Librarians
- For Families
- Books & Authors
- Glossary
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- ELL Topics from A-Z
- ELLs and Policy
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Multifaceted Resources for Language & Literacy



State Early Childhood Dual Language Learning Guidelines and Standards: An Overview of State Approaches

This resource provides an at-a-glance overview of how dual language learning is referenced in the early learning guidelines in the U.S. states and territories. These tables can be useful in determining compliance issues, grant writing, and collaboration efforts.



Tools and Resources



NEW! 60 Minutes from Catalogue to Classroom (C2C)

This series of professional development training modules highlights individual journal articles focused on culture, dual language learning, and best practices featured in the Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes 1-3).



NEW! The Importance of Home Language Series

This series of handouts is designed to provide families and staff with basic information on topics related to children learning two or more languages. The series emphasizes the benefits of being bilingual, the importance of maintaining home language, and becoming fully bilingual.



Strategies for Supporting All Dual Language Learners

Young children acquire a second language over time. This resource provides practical examples of how to use research-based strategies that support children at different levels of English language acquisition. [English](#) and [Español](#) (PDF, 2.1MB)

National Center on Cultural and Linguistic Responsiveness

Fred Rogers Center ELE

Activities

LOCATION

- Home
- Classroom

AGES

- 0-1 years
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years

ACTIVITIES

- Listening & Talking
- Reading
- Writing
- Playing
- Arts
- Science & Math

MEDIA TYPE

- Books
- Videos
- Games
- Songs
- Interactive Tools
- Mobile

[GO](#)[CLEAR ALL](#)[VIEW ACTIVITIES](#)[VIEW PLAYLISTS](#)[HELP](#)

Page 1, 2, 3, 4 ... 20 - View all

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Talking Together 4. Daily Activities

Talking with children is an important part of daily life, and is critical to literacy development.



Tags: Home, Classroom, 0-1, 1-2, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos



Reading Together 6. Making It Work

Reading aloud opens a world of discovery & learning. It's a great way to connect parents & children.



Tags: Home, 0-1, 1-2, 2-3, 3-4, 4-5, Reading, Videos



Talking Together 2. Vocabulary

Talking with children is an important part of daily life, and is critical to literacy development.



Tags: Home, Classroom, 0-1, 1-2, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos



Talking Together 3. Techniques

Talking with children is an important part of daily life, and is critical to literacy development.



Tags: Home, Classroom, 1-2, 2-3, 3-4, 4-5, Listening & Talking, Reading, Videos



Storytelling (Spanish)

(SPANISH) - Video showing how to strengthen literacy skills through simple daily activities



Tags: Home, 0-1, 1-2, 2-3, 3-4, 4-5, Reading, Videos



Libraries (SP)

(SPANISH) - This video describes the importance of libraries in children's lives.



Tags: Home, 0-1, 1-2, 2-3, 3-4, 4-5, Reading, Videos



Everyday Activities (Spanish)

(SPANISH) - Video showing how to strengthen literacy skills through simple daily activities



Tags: Home, 2-3, 3-4, 4-5, Listening & Talking, Reading, Writing, Playing, Videos



The Wheels on the Bus

Fingerplays teach skills such as rhyming, rhythm, vocabulary, coordination, memory and listening



Tags: Home, Classroom, 0-1, 1-2, Listening & Talking, Videos, Songs

Fred Rogers Center ELE

Activity: Talking Together 4. Daily Activities



TALK ABOUT IT

WHY THIS IS IMPORTANT

Daily routines provide ideal opportunities for conversations:

- While reading with children, stop to talk about the book and discuss the plot and characters.
- Share family photos to converse about past events and important people in children's lives.
- Take advantage of bath time, play, and meals to have warm, relaxed conversations.

GO TO ACTIVITY

ADD TO FAVORITES

BACK TO SEARCH

FOR AGES

0-5 years

TIME REQUIRED

5 min

AVERAGE RATING

n/a

Talking with children is an important part of daily life, and is critical to literacy development.

[More >](#)



Type of activity: Listening & Talking, Reading

Submitted by: Reading Is Fundamental

Posted: Mar 30, 2012

HELP

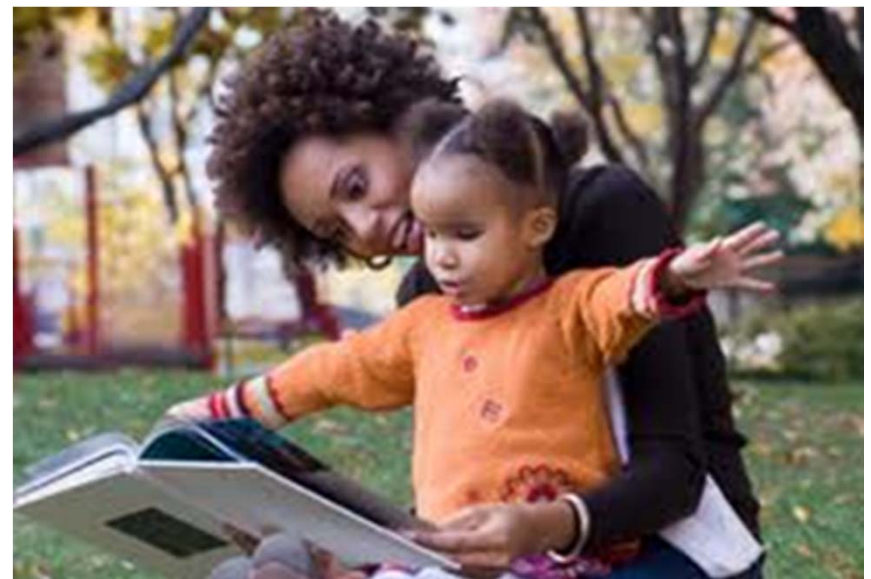
A Peek into the Future



Technical Assistance Center
on **Social Emotional Intervention**
for Young Children



CELL Center for Early Literacy Learning =



**Landing Pads may be found at:
<http://scriptnc.fpg.unc.edu/resource-search>**




SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE