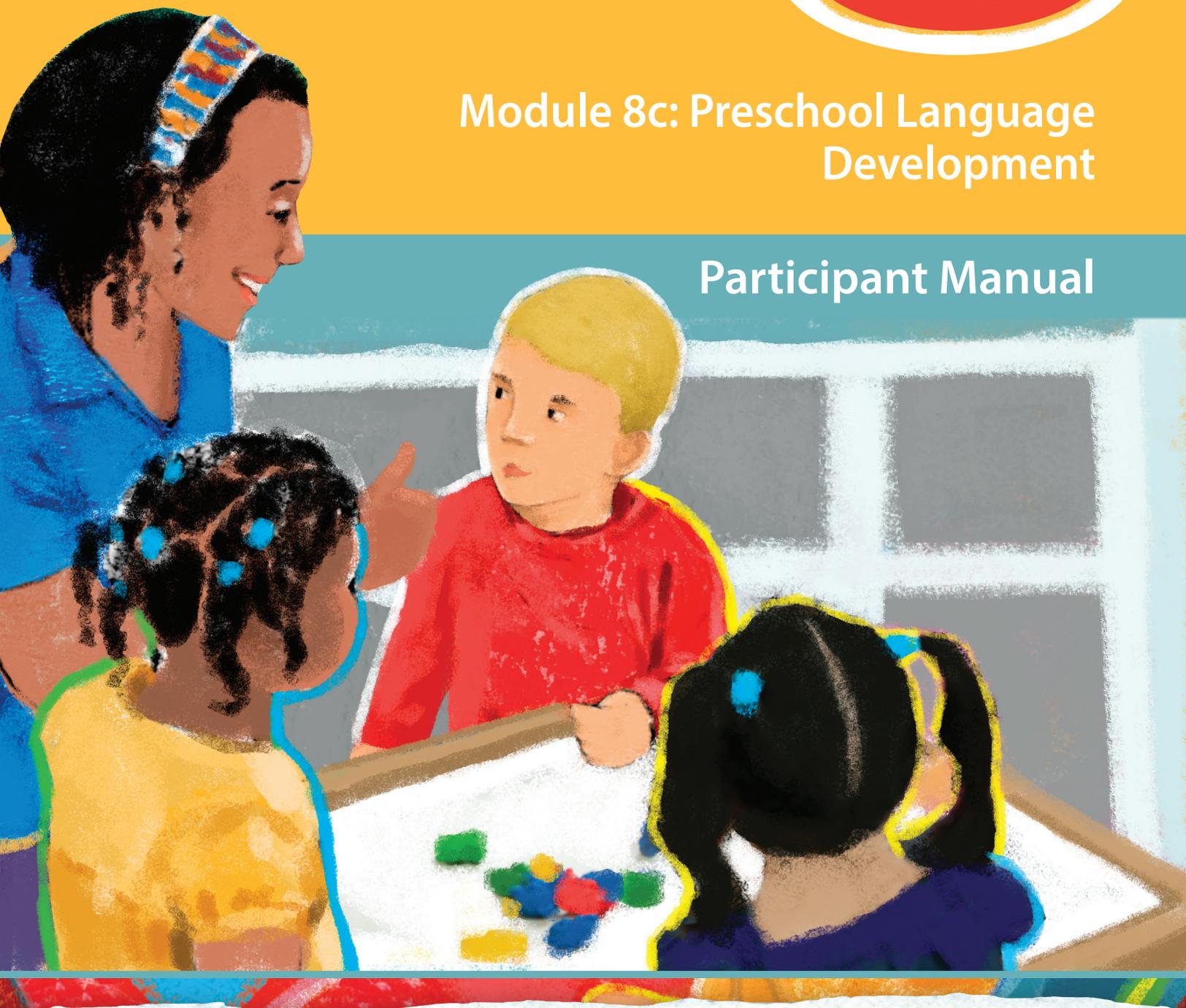


ECE Credential

Level 1

Module 8c: Preschool Language
Development

Participant Manual



Training brought to you by:



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Illinois Professional Development System

ECE Credential Level 1 Training

Module 8c: Preschool Language Development

Participant Manual · Standardized Version

This training is Registry-approved and counts towards DCFS licensed program training hours.

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Acknowledgments

Thank you to all current and former contributors to this training. The ECE Credential Level 1 was created in 2006 to assist Early Care and Education Professionals in demonstrating a statewide commitment to quality care. The invaluable contributions in the creation and updates to this credential training have enabled the ECE Credential Level 1 to remain an integral piece in the Gateways to Opportunity Professional Development System.

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Learning Objectives

Following this training, participants will be able to:

- Name characteristics of language development in preschool age children
- Identify ways to promote language development with preschool age children
- Discuss strategies for language development in preschool children that are learning more than one language

Self-Reflection

Name or topic of your last module: _____

Reflect upon the last module you attended and answer the following. If this is your first module, you are not required to complete this section.

What new skills have you started practicing or what changes have you made as a result of the training?

What has worked? What hasn't?

What resources did you use from the training?

What other knowledge did you gain as a result of the training?

Language Development and the Preschool Age Child

Communication and Language Development

Early literacy skills- Skills that begin to develop in the preschool years, such as alphabet knowledge, phonological awareness, writing name, print knowledge, and oral language. Research has shown that these skills may provide a foundation for later-developing, more mature reading and writing skills. Note: early literacy skills are sometimes called “emergent,” “precursor,” “foundational,” or “predictive” literacy skills, to distinguish them from more conventional, mature reading and writing.

Literacy- All the activities involved in speaking, listening, reading, writing and appreciating both spoken and written language.

Oral language development- The development of knowledge and skills that allow children to understand, speak, and use words to communicate.

Speaking skills- Producing the sounds of language

- Understanding what words mean and the connections among words
- Using words conventionally—for example, to put together words in the right order
- Using conventional forms of words, for example, plurals and appropriate forms of verbs to indicate things that happened in the past or might happen in the future
- Using language for different purposes—to express ideas and feelings, to obtain or communicate information, to negotiate social disagreements, etc.

Listening skills- Understanding what other people are saying when they speak

- Detecting, manipulating, or analyzing the auditory aspects of spoken language
- Enjoying listening to stories
- Following oral instructions

Communication skills—for talking and listening- Understanding the social rules of conversation—taking turns, listening when someone else is talking

- Understanding and using the rules of grammar
- Asking questions to get information
- Engaging peers and adults

Vocabulary skills—for talking, listening, and conversation- Understanding a large collection of words and their meanings

- Understanding the inter-relationship among words—for example, subordinate and super-ordinate words (e.g., dogs and cats are both types of animals)
- Extending own vocabulary to create new meaning

How Do Children Learn Language?

Practice

- Talk, talk, talk with children
- Listen to children
- Respond appropriately to children

Experience

- Conversations
- Singing
- Reading

Patience

- Respond patiently and in a caring way

As a child care provider, you are extremely busy throughout the day. Make sure you make time to talk and listen to children. It is important children have the opportunity to practice their communication skills. They will learn a lot by listening to you and others.

Create an environment which is print-rich—in other words, expose children to lots of written language, such as books, and signs and labels. Does your program have a quiet, cozy place where children can snuggle with a good book?

Are there books in other areas—such as blocks or dramatic play? Be sure to have print materials in various areas. This helps to give better access to the materials as well as ensure that learning moments and topics are found throughout your program.



Characteristics of Language Development in the Preschool Child

Characteristic	Ways to Encourage
Talk about things that happen	
Asks questions	
Pretends to read and write	
Large vocabulary	
Makes up words and loves funny rhymes and different sounding words	
Knows some rhymes, songs and finger plays	
"Reads" signs in the community and environment	
Interested in letters, numbers and words	

Developing pathways in the language centers of the brain allow preschoolers to refine their use of grammar and to increase vocabulary. Changes in the brain during the preschool years, such as increased speed in the transmission of signals, increased memory capacity, and basic maturation of the brain circuits, contribute to children's reading readiness.

The human brain is highly evolved for speech but not specifically evolved for reading. While nearly all children learn to speak without obvious effort, learning to read takes intentional work.

All of the characteristics outlined above play an important role in our preschooler's language development. Literacy is the interaction of all of these characteristics. We hope all children have a strong literacy foundation before they enter kindergarten.

Language and Literacy

Five components:

- Speaking
- Listening
- _____
- Writing
- _____

Early literacy development is a social process. Children learn the importance of writing by seeing a parent make lists for shopping. They learn the value of reading by seeing adults in their world read every day.



Speaking

The interactions children have with the adults in their life play an important role in supporting a child's language development. A child's vocabulary is dependent upon the amount of words they hear from their environment. The size of a child's vocabulary is directly correlated to how much a child care provider or parent/guardian talks to the child.

Children learn language as a way of meeting their personal and cultural needs. Research shows that there are different ways to learn language.

What are some things which must be in place for a child to learn language?

Activities to promote speaking skills:

- Sound games, _____ and chanting
- Singing, rhyming, and clapping out syllables of songs and chants
- Learning nursery _____ and _____
- Playing with nonsense words and stories (such as those in Dr. Seuss stories)

Ask Thinking Questions

It's important to use daily routines to slow down, focus on children, and really promote language development.

How can you use questions to promote language development?

Ask children about what they are doing

Instead of: "Are you playing with the blocks?"

Try this: *"What are your plans for those blocks?"*

Ask children to provide explanations

Instead of: "You've stacked your blocks too high, that's why they keep falling over."

Try this: *"Why do you think your tower fell?"*

Ask children to make predictions

Instead of: "If you put one more block up there, will the tower fall?"

Try this: *"What do you think will happen if you put that block at the top of your tower? Where could you put that block?"*

Ask children to connect learning to their own lives

Instead of: "That block tower is very high"

Try this: *"That block tower is very high. What does that remind you of? Where do you see buildings like that on the way to my house or preschool?"*

Listening

- Reading aloud
- _____ storytelling
- Child-to-child storytelling

Listening skills begin in the very early years but continue to develop and improve during the preschool years. Children observe and listen to people in their lives as they greet one another, ask and answer questions, share experiences, engage in conversation, tell stories, and read aloud.

What listening experiences can we offer the children in our care?

Reading Books with Children

At what age would children be interested in you reading to them?

When should you read to children in a large group? When should you read in a small group or individually?

What do we mean when we say age-appropriate books? What would be appropriate for a three-year-old? A five-year-old?

Strategies for Reading Aloud

- _____ the material.
- Practice reading with plenty of _____.
- The younger the child, the _____ the book.
- Choose books with _____ that will interest children.
- Stories and poems that _____ appeal to children.

Special strategies when reading:

- Introduce children to books
- Label the objects in the book and connect them to real life
- Follow the child's lead
- Make it fun
- Have a diverse array of books that represent the languages and cultures of the children in your care

Remember, it's okay to modify the written words!

Video—Reading Aloud

Notes:

Criteria for Selecting Books

- Simple text (even wordless books)
- Predictable text
- Patterns and rhyming

Notes on selecting books:

Reading

Unlike the development of speech, the ability to read is not automatic. It occurs in a progression of learned skills. There needs to be intentionality for children to learn to read. Read, read, and read! It is through exposure to books that children learn words have meaning.



Early Reading

Understanding the development of early reading

Reading is an important skill for success in school, work, and everyday life. Yet, many adults and children struggle with learning to read. Unlike learning to talk, reading does not develop automatically. Learning to read takes work.

The process of learning to read begins very early on with children's first experiences with language. When you play games like "Pat-a-Cake" with babies, you're helping them hear the rhythms and sounds of speech. This will help them later understand syllables and letter sounds.

Reading development

There is a general progression of development you can use to observe and encourage reading development. Remember that individual experiences or differences will affect how children develop. Watch for children in your care to:

- Hold a book upright and turn pages from front to back.
- Relate a picture in a book to a real object.

- Pay attention to a story while playing with another activity.
- Retell a familiar book from memory.
- Pay attention to meaningful print, such as their name.
- Understand that print carries a message.
- Identify labels and signs in their community.
- Chime in on key words or phrases when listening to predictable stories.
- Participate successfully in rhyming games or songs.
- Recognize and label the letters in their own name.
- Use pictures to "read" books that are unfamiliar to them.
- Know that words are composed of letters.
- Notice differences and similarities in words.
- Identify the beginning sounds of some meaningful words.
- "Read" English print from left to right and top to bottom.

Children's errors often show us what they know about reading as well as what they have not yet learned. Your observations of where children are in their reading development can help you individualize your interactions with them. You play an important role in their reading development. By observing children in your care, you can plan for an environment and experiences that support lifelong readers.

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Supporting Emerging Reading

Using Children's Books to Support Emerging Reading

Children who make good progress learning to read during first grade are usually those who enter school with lots of book experience. Books help children learn language and think about language. Understanding the types of books to share with children in your care and how you share them, will help you create lifelong readers.

Predictable books

Predictable books, such as *The Very Busy Spider* by Eric Carle, include the repetition of phrases, rhyming, and/or a close relationship between the pictures and the words. This helps children to guess what will happen next and learn the text of the book very quickly. While you're reading, pause for children to chime in on key words or phrases. Encourage the children in your care to retell or "read" these books from memory. They will begin to think of themselves as readers.

Wordless books

Wordless books tell a story through illustrations. With each reading, the story evolves with the child's developing vocabulary, creativity, and background knowledge. Children gain a sense of sequence (order of the story) and learn how to take cues from the content of a story. Writing down the children's words as they "read" *Pancakes for Breakfast* by Tommy DePaola will give them experience as authors.

Poetry and rhyme books

Many children's books use rhyme or poetry to tell a story. In *Jesse Bear, What Will You Wear?* by N. W. Carlstrom, the written language is organized to make the sounds in words stand out. This helps children hear the individual sounds of language and notice similarities and differences in words. When sharing these books with children, use rhythm to draw attention to the patterns in the text.

Rebus books

Some books, such as *The Bag I'm Taking to Grandma's* by Neitzel and Parker, replace important words of the story with pictures. Children learn to follow along with the print so they can "read" the pictures. This helps children understand that English is read left to right and top to bottom. The pictures are similar to the symbols (letters and words) of written language which represent objects, emotions, and ideas.

Concept books

Concept books work together with firsthand experience to broaden children's knowledge. They offer labels for or put language to new and familiar concepts such as in Tina Hogan's book *26 Letters and 99 Cents*. Just as they are in our world, math and science concepts can be found tucked into children's stories. Children connect their learning to real life when they think about dividing up the cookies in *The Doorbell Rang* by Pat Hutchins. Offering hands-on experiences that reinforce these concepts will help the children in your care work through their understanding.

Supporting Emerging Reading

Here are some examples of the different types of children's literature. For more suggestions please visit:
<http://www.scholastic.com/bookwizard/>

Predictable Books

The Gingerbread Boy Paul Galdone
I Went Walking Sue Williams
The Napping House Audrey Wood
Brown Bear Brown Bear What Do you See?
Bill Martin
If you Give a Mouse a Cookie Laura Numeroff

Wordless Books

The Snowman Raymond Briggs
Tuesday David Weisner
A Ball for Daisy (nearly wordless) Chris Raschka
1, 2, 3 to the Zoo: A Counting Book Eric Carle

Poetry and Rhyme

Click Clack Moo Betsy Lewin
Over in the Meadow Ezra Jack Keats
Three Little Kittens Paul Galdone
Where the Sidewalk Ends Shel Silverstein

Rebus Books

Inside a Barn in the Country Alyssa Satin
Capucilli (There is a series of these)
The House that Jack Built Jeanette Winter
The Dress I'll Wear to the Party Shelly Neitzle
The Jacket I Wear in the Snow Shelly Neitzle

Concept Books

The Very Hungry Caterpillar Eric Carle
Chickens Aren't the Only Ones Ruth Heller
Ten Apples Up on Top Dr. Seuss
The Color of Things Tana Hoban
Truck Donald Crews

Supporting Emerging Reading

Stories

Stories, such as Maurice Sendak's *Where the Wild Things Are*, use fantasy or common life experiences to take the reader on a journey. As children read or hear stories, they learn about sequence (beginning, middle, and end), character development, and plot (sense of story). Children use the content of the story to learn the meanings of new words. Say a new word with the sound of the action, such as "gnashed their terrible teeth." This technique may help children better understand the word's meaning. Stories also build background knowledge for later reading and writing. The language written in books is more formal than conversation.

As you look for books in libraries, garage sales, or stores, think about choosing those that will support children's learning and interests. Your time and effort will help the children in your care enter school ready to read!

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Supporting the Writing Process

From a very young age, children learn about communication from the people they love. When you value a toddler's scribble by hanging it on the refrigerator or help a preschooler write a note to a friend, you help children understand that writing is meaningful. As children in your care get closer to school age, parents/ guardians may become concerned about getting them ready. Children need to go through stages of development while learning to write just as they did learning to talk. Noticing where each child is in their development of writing skills will give you clues on how you can encourage or just celebrate the process!

You already do many things throughout your day to build on children's understanding of print. For example, as you write on a calendar, children learn that words and thoughts can be written down. Whether you care for children in a cozy, home setting or preschoollike environment, you can surround children with meaningful words and offer many opportunities for them to experiment with writing. These steps will go a long way to preparing children for writing in school.

Your environment

1. Books, magazines, homemade books, and other reading material can be placed in many areas of your setting. As children observe adults and peers sharing print, they will see that it is valued.
2. Blueprints of actual houses, maps, and books or magazines featuring skylines and highways can be added to blocks. Experiences with these items will enhance children's understanding of symbols. You might offer a variety of writing materials for use in making signs or building plans.
3. Dramatic play also has an important role in developing literacy-related language skills. Create an area or box of materials that encourages children to pretend. Include materials for writing grocery lists and telephone messages, on calendars, and in old checkbooks. Children will learn writing has an everyday purpose.
4. A multi-age setting will require thought around how to safely offer a variety of writing materials to children ready to use them. One suggestion might be to fill a tote (with a secure lid) with crayons, pencils, markers, index cards, stamps, notepads, tape, and other items that stimulate writing. These items can be used on a tray or cookie sheet so that writing materials can be moved quickly away from tiny hands.
5. Meaningful labels can be printed on many items such as storage containers for toys or supplies. These labels will help children know where things belong while making a strong connection between the object and the word. Be sure to write words as they are seen in print, using upper and lower case letters appropriately.

Your interactions

1. Model purposeful writing for the children in your care. You might write a grocery list based on plans for snacks that week or jot down a message from a phone call.
2. Help the children see their ideas in print. You could write down a child's words about a picture he/she drew or make a list of items the children want to put in the pretend doctor's office.
3. When reading to the children in your care, share the features of a book. Point to words while reading, identifying the author or title, and drawing attention to punctuation.
4. Involve children in meaningful writing activities such as signing their name for a turn at something new, sending a message to someone, or creating directions or a map to their home.

5. Be a resource for children as they work through the writing process. You can help them find words in your home, accept and celebrate their attempts at spelling, and take a reading walk to find print. Introduce the names of letters and sounds in a meaningful way. Play sound games that encourage children to think about beginning sounds like singing "binkle, binkle, little star". Children can play with magnet letters, find letters in their favorite stories, and feel letters made from sandpaper or cotton.

Provide a variety of bought, borrowed, and homemade books for children to explore. Books can be made by connecting a few Ziploc bags together, using metal rings to secure mail tags or index cards, or just folding pages accordion style. Encourage older children to share books with younger ones. Having story tapes available may promote reading when there is not enough of you to go around.

You may work with children whose home language is different from your own. It is important to understand that a child's home language has been used since birth to make and establish meaningful relationships. She/he has been building her knowledge about the world and writing using the language of her/his home. For young children to develop well, they need to continue mastering their home language. You can help by including bilingual books and print in your setting. Value attempts at writing and speaking in both languages and show genuine interest in the family's culture. Children will acquire the use of English when their home language is used and respected.

Think about the ways you foster children's understanding of written language. Decide on how you might enhance your environment and experiences with children to encourage this understanding. You will play a large role in growing writers!

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Writing

Preschool age children need to be able to play with written (symbolic) communication. They need to be surrounded by a language rich environment, and to be able to learn from adults who use written forms of written communication.

Ways to support written communication:

- Let children _____ with writing
- _____ the stories children tell you
- Write experience stories
- Have the children write in journals
- Have _____ materials in dramatic play and other areas
- Let the children write notes

Ways to support emerging writing:

- Have _____ and letters available for children to trace and copy
- Use traveling _____
- Celebrate children's attempts at _____

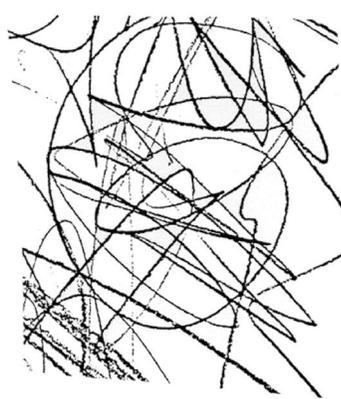
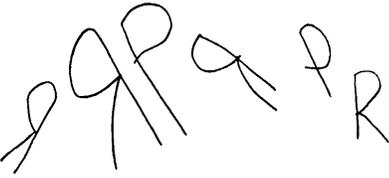
Keep in mind that what appears to be scribble to us is meaningful writing to a preschooler. Mark-making is a very important developmental skill for children to do. You will also see children use upper and lower case letters when writing. Don't be so quick to correct this at this point. Allow them to write creatively. You just want children to be writing.

Make writing meaningful to the child. For instance, often the first letter a child will write is the first letter of their name. That letter has meaning!



Early Writing

Understanding the Development of Early Writing

		
		
<p>ME GAA HMIEE i NH AE</p>	<p>DS Z M HS (This is my house.)</p>	 <p>e Spiders eat flies. SPJ EHS eH F L I E S</p>
	 <p>i LOVE MEAGH</p>	

Learning to write involves much more than learning to form the letters of the alphabet. Writing includes understanding such concepts as the purpose of writing, decoding the way symbols (letters) are used in writing, and the way print is organized on a page. Children vary at the rate at which they learn to write, however there is a general progression that you can use to understand and encourage development.

Book Extensions

Book title: _____

List activities that can be extensions of the book your group was given. Try to think of two activities for each area of development.

Language:

Cognitive:

Social-Emotional:

Physical:

Understanding

Understanding is the final area of literacy. Let's talk about ways children show us what they understand about their world. One way is through their artwork.

The Little Boy by Helen E. Buckley

Once a little boy went to school. He was quite a little boy and it was quite a big school but, when the little boy found that he could go to his room by walking right from the door outside, he was happy. The school did not seem so big anymore.

One morning, when the little boy had been in school awhile, the teacher said, "Today we are going to make a picture."

"Good!" thought the little boy. He liked to make pictures. He could make all kinds: lions and tigers, chickens and cows, trains and boats. So he took out his box of crayons and began to draw.

The teacher said, "Wait! It's not time to begin!" And she waited until everyone

looked ready. "Now," said the teacher, "We are going to make flowers."

"Good!" thought the little boy. He liked to make flowers, and he began to make beautiful ones with his pink and orange and blue crayons.

The teacher said, "Wait! And I will show you how." And it was red, with a green stem.

"There," said the teacher, "Now you may begin."

The little boy looked at the teacher's flower. Then he looked at his own flower. He liked his flower better than the teacher's but he did not say this.

He just turned his paper over and made a flower like the teacher's. It was red, with a green stem.

On another day, when the little boy had opened the door from the outside all by himself, the teacher said, "Today we are going to make something with clay."

"Good!" thought the little boy. He liked clay. He could make all kinds of clay things: snakes and snowmen, elephants and mice, cars and trucks. And he began to pull and pinch his ball of clay.

But the teacher said, "Wait! It is not time to begin!" And she waited until everyone looked ready. "Now," said the teacher, "We are going to make a dish."

"Good!" thought the little boy. He liked to make dishes, and he began to make some that were all shapes and sizes.

But the teacher said, "Wait and I will show you how!" And she showed everyone how to make one deep dish. "There," said the teacher. "Now you may begin."

The little boy looked at the teacher's dish. Then he looked at his own. He liked his better than the teacher's but, he did not say this.

He just rolled his clay into a big ball again and made a dish like the teacher's. It was a deep dish. The little boy learned to wait, and to watch, and to make things just like the teacher. And pretty soon he didn't make things of his own anymore.

Then it happened that the little boy and his family moved to another house, in another city, and the little boy had to go to another school.

This school was even bigger than the other one. And there was no door from the outside into his room. He had to go up some big steps, and walk down a long hall to get to his room.

And the very first day he was there, the teacher said, "Today we are going to make a picture."

"Good," thought the little boy, and he waited for the teacher to tell him what to do.

But the teacher didn't say anything. She just walked around the room. When she came to the little boy she said, "Don't you want to make a picture?"

"Yes said the little boy. "What are we going to make?"

"I don't know until you make it," said the teacher.

"How shall I make it?" asked the little boy.

"Why, any way you like," said the teacher.

"And any color?" asked the little boy.

"Any color," said the teacher. "If everyone made the same picture, and used the same colors, how would I know who made what, and which was which?"

"I don't know," said the little boy, and he began to make a red flower with a green stem.

Notes on discussion:

Strategies for Children Learning More than One Language

- Use multimedia and concrete objects to create _____ between both languages
- Use _____ and body language when communicating in the less familiar language
- Speak _____ and _____
- talkingisteaching.org
- Anticipate new words and give _____ meanings
- Encourage adults who speak children's _____ language, including families, to volunteer in your program

Non-typical Language Development

- Dual language learners
- Social and economic environment
- Cultural influences

Strategies for Children with Delays

- Build on the child's strengths
- Provide _____ cues
- Use pictorial representation
- Provide safe _____ for practice
- Encourage families to seek the help of early interventionists
- Remain _____ and encourage _____ in peers



TALK, READ AND SING TOGETHER EVERY DAY!

THE BENEFITS OF BEING BILINGUAL – A REVIEW FOR TEACHERS AND OTHER EARLY EDUCATION PROGRAM PROVIDERS

Learning more than one language is an asset to individuals, families, and our entire society. Early childhood teachers can share the benefits of bilingualism with families and their communities, find ways to support children’s home languages, and encourage families to keep their language strong. Developing the child’s home language provides the foundation for reading and writing, preparing children to be biliterate. Researchers have found many benefits to being bilingual and biliterate. Below are just a few!



COGNITIVE DEVELOPMENT

Individuals who are bilingual and biliterate switch between two different language systems. Their brains are very active and flexible. Research also shows that, compared to their non-bilingual peers, bilingual people have an easier time:

- understanding math concepts and solving word problems;¹
- developing strong thinking skills;²
- using logic;³
- focusing, remembering, and making decisions;⁴
- thinking about language;⁵ and
- learning other languages.⁶

SOCIAL-EMOTIONAL DEVELOPMENT

Being bilingual supports children in maintaining strong ties with their family, culture, and community. All of these are key parts of a child’s developing identity.⁷ Bilingual children are also able to make new friends and create strong relationships using their second language—an important skill in our increasingly diverse society. Research has found that babies raised in bilingual households show better self-control,⁸ a key indicator of school success.

LEARNING

School readiness and success for children who are dual or multi language learners is tied directly to mastery of their home language.⁹ Bilingual and multilingual children benefit academically from knowing more than one language in many ways. Because they are able to switch between languages, they develop more flexible approaches to thinking through problems. The ability to read and think in two (or more) different languages promotes higher levels of abstract thought, which is important in learning.¹⁰

Current research shows that people who use more than one language appear better at blocking out irrelevant information, a benefit that may exist as early as seven months of age.¹¹ Children who learn to read in their home language have a strong foundation to build upon when they learn a second language. They can easily apply their knowledge about reading to their second language.¹²

LONG-TERM SUCCESS

One-half to two-thirds of adults around the world speak at least two languages. In today’s global society, they have many advantages. Globally, bilingual and biliterate adults have more job opportunities than monolingual adults.¹³

Bilingual and biliterate individuals have the opportunity to participate in the global community in more ways, get information from more places, and learn more about people from other cultures.

You can find more tips like these—as well as videos, information, and more—on Too Small to Fail’s website, www.talkingisteaching.org.

Track your child’s development using the Milestones Moments Booklet. If you have concerns about a child’s development, including their language development, talk to the child’s family about it. Ask them if they have concerns and if they observe the same issues at home. With their permission, conduct a developmental and behavioral screening and encourage them to talk to their primary care provider. For more information on developmental and behavioral screening, visit *Birth to Five: Watch Me Thrive!*

For more information on early learning, please visit Head Start’s National Center on Quality Teaching and Learning and the Early Head Start National Resource Center. For more information on working with young children who are learning more than one language, please visit Head Start’s National Center for Cultural and Linguistic Responsiveness.

For more information on enhancing the language environment for children with developmental disabilities or delays, please visit the Center for Early Literacy Learning.

NOTES

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Helping Preschoolers Learn in Two Languages

Does your preschool class include children who speak languages other than English at home? Research about young dual language learners supports the need to maintain children's home languages while they are learning English. Here are some ways that teachers who are not fluent in their preschoolers' home languages can help. (See Illinois Early Learning and Development Benchmarks 28.A.ECa, 28.A.ECb, 28.A.ECc, 29.A.ECa, 29.A.ECb, and 29.A.ECc.)



- ✧ **Keep in mind that it is important for children to maintain their home languages as they learn English.**
 - Learning in both languages may keep a child from falling behind in some areas.
 - Keeping a child's home language helps preserve family ties.
 - Knowing more than one language can be an asset later in life.

- ✧ **Make the classroom a place where *all* children feel they belong and are valued.**
 - Never allow teasing or isolation that could make a child feel unsafe or unwelcome.
 - Put posters and pictures on walls related to all the children's cultures.
 - Provide some books and games in the home languages of all children.
 - Label objects in the classroom using children's home languages as well as English.
 - Create a picture chart showing basic needs—eating, drinking water, and entering the bathroom—along with appropriate words in English. Children can point to a picture to communicate their needs, then repeat the words that the teacher uses.
 - Use projects and other inquiry-based activities to encourage all children to participate.

- ✧ **Plan ways to bring the children's home languages and cultures into the classroom.**
 - Learn at least a few words in each of the home languages that you expect to have in your classroom. Ask your local library for help or look for free translation Web sites.
 - Find someone to provide some subject instruction in each child's home language.
 - Play music from each child's culture and home language.
 - Ask parent classroom volunteers to read some books in each child's home language.
 - Invite children to teach words from their home languages to the class.
 - Encourage children to share objects or games from their home cultures.

- ✧ **Help children to understand and use both English and their home languages.**
 - Create routines that help children anticipate what will happen next even when they don't understand all that is said.
 - Use visual aids to illustrate words used in class.
 - Reinforce English words they are learning with ongoing activities over several days.
 - Promote child-to-child conversations.
 - Encourage children to talk to their families about what they do at school.

- ✧ **For related Web resources, see "Helping Preschoolers Learn in Two Languages" at <http://illinoisearlylearning.org/tips.htm>.**

Any opinions, findings, conclusions, or recommendations expressed in this tip sheet are those of the author(s) and do not necessarily reflect the views of the Illinois State Board of Education.



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For more tip sheets on other topics, please go to <http://illinoisearlylearning.org> rev. 9/13

Knowledge to Practice

List five characteristics of good books for preschoolers. List 2 books that have these characteristics.

Characteristics:

- 1.
- 2.
- 3.
- 4.
- 5.

Title of book:

Author:

- 1.
- 2.

Name at least 2 strategies to promote language development that you would like to implement in your program. Explain your choice and give details on what materials or resources you need to promote your ideas.

Competency Checklist

Reflect on your understanding of the following competencies:

- Identify ways in which home culture and language influence learning a second language.
- Identify one way in which socioeconomic status may be related to language development.
- Identify communication milestones that would be typical at different broadly defined developmental ages between three and five years.
- Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age.
- Describe how to use a developmental chart for recognizing typical behavior.

Resources

TALKING IS
TEACHING.



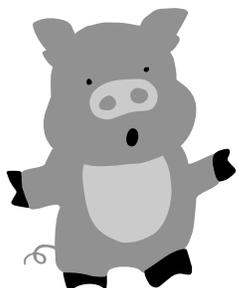
When you talk, read, and sing with your child, you're strengthening your bond with her and helping her learn. Research shows that talking, reading, and singing with your child every day from birth builds her brain as well as important language, math, reading and social-emotional skills.

You probably naturally talk to your child about the things you do and see each day. We encourage you to keep doing it, and do it more—in whatever language you feel comfortable speaking at home. The more conversations, songs, and stories you share during your everyday moments together, the more you are preparing your child to succeed—in school and in life!

TIPS FOR PRESCHOOLERS

TALK

- **Tune in and listen to your child.** What are they noticing, pointing to, or asking questions about? Use these moments to spark fun conversations with your child. For example, "I see the shiny yellow bus, too. Who do you think is on the bus?"
- **Share back-and-forth conversations.** When talking together, try to take turns listening and speaking. When you keep the conversation going for as long as possible, you're helping your child develop language skills and also showing her that her words are important to you.
- **Use new and interesting words.** Young children can learn new and big words if you clearly show and explain what they mean. For example, when you see something very big, you might say, "That is an enormous building!" or "I spy a gigantic truck!"
- **Talk together in your home language.** Using your home language provides great benefits to your child's brain development. It's also a wonderful way for you to pass on your family's rich heritage. The easiest, most important way to do this is by speaking together in your home language every day. Enjoy sharing fun stories, poems, rhymes, and songs from your own childhood.



USE THE WORD
"ENORMOUS"
INSTEAD OF "BIG!"

READ

- **Cuddle up and read together every day.** It's never too early to inspire a love of reading, so try to make reading a part of your daily routine like nap time or bedtime. Your child loves the feeling of being close to you and sharing a story together. If you don't feel comfortable reading, feel free to make up your own story about the pictures you see in the book or about your day together.
- **Read anywhere you are.** Pack a book in your bag so you can read it together wherever you are like the bus, store or park. You can even point to and read words that are all around you—on street signs, in stores, and around the neighborhood.
- **Make book reading fun and exciting.** Try to ask "Who? What? When? Where? Why?" questions along the way to encourage your child to talk about what's happening in the story. You can also use different voices and gestures to act out the characters or story.
- **Allow children to read the same books over and over.** It's natural for children to want to keep reading the same books. Sometimes they have a favorite book, sometimes it is comforting and familiar for them to hear over and over, and sometimes the story relates to an experience they're having. Each time, try to point out new words, ideas, or pictures and talk about them together.

TIPS FOR PRESCHOOLERS (CONTINUED)

SING

- **Choose fun songs to sing together.** Try to choose songs you and your child can enjoy singing together. Songs with rhymes and repeating words can help make it easier for children to remember the lyrics. Encourage your preschoolers to fill in the last word to a song. For example, “Old MacDonald had a... FARM!”
- **Make up fun songs throughout the day.** Use your daily moments like washing clothes, cooking, or cleaning to come up with fun words to sing out loud together. You can replace words to familiar songs like “Twinkle Twinkle Little Star” with phrases to describe the things you’re doing together.
- **Sing songs that connect to your culture or background.** Singing songs from your own childhood or culture can help your child learn new words while keeping them connected to your family’s heritage. You can also have fun adding traditional dances while you sing together.
- **Use hand and body movements.** Creating fun movements to go along with the lyrics can help children get excited about a song while learning new words and concepts. You can even encourage your preschooler to make up some silly moves!



You can find more tips like these—as well as videos, information, and more—on our website,

TALKINGISTEACHING.ORG

Read Aloud America

Title	Author	Year on List
A Bit More Bert	Ahlberg, Allan	2003
Hug	Alborough, Jez	2006
I'm Not Cute!	Allen, Jonathan	2008
Gladys Goes Out to Lunch	Anderson, Derek	2006
Giraffes Can't Dance	Andreae, Giles	2005
Rumble in the Jungle	Andreae, Giles	2004
Cock-A-Doodle-Do! Barnyard Hullabaloo	Andreae, Giles	2004
Too Many Frogs	Asher, Sandy	2008
Can You Make a Piggy Giggle?	Ashman, Linda	2003
Ten, Nine, Eight	Bang, Molly	2004
Close Your Eyes	Banks, Kate	2003, 2004
Buzz, Buzz, Buzz	Baron, Byron	2009
Farm Flu	Bateman, Teresa	2006
My Mother is Mine	Bauer, Marion Dane	2003
The Copy Crocs	Bedford, David	2005
Bear on a Bike	Blackstone, Stella	2005
A Splendid Friend Indeed	Bloom, Suzanne	2008
Be Brown!	Bottner, Barbara	2003
Barnyard Dance	Boynton, Sandra	2004
Quiet	Bright, Paul	2005
The Wonderful House	Brown, Margaret Wise	2004
Willy and Hugh	Browne, Anthony	2005
Jin Woo	Bunting, Eve	2009
Little Bear's Little Boat	Bunting, Eve	2008
Mrs. McTats and Her Houseful of Cats	Capucilli, Alyssa Satin	2003
Biscuit Storybook Collection	Capucilli, Alyssa Satin	2008
A House for Hermit Crab	Carle, Eric	2004
The Grouchy Ladybug	Carle, Eric	2009
The Three Little Kittens	Cauley, Lorinda Bryan	2009
Will You Read to Me	Cazet, Denys	2008
Guji Guji	Chen, Chih-Yuan	2006
Ella Sarah Gets Dressed	Chodos-Irvine, Margaret	2007
Five Little Monkeys Sitting In A Tree	Christelow, Eileen	2004
No More Kissing!	Clark, Emma Chichester	2003
Animals Asleep	Collard, Sneed B. III	2008
Maisy Loves You	Cousins, Lucy	2006
Cows in the Kitchen	Crebbin, June	2005
Click, Clack, Quackity-Quack	Cronin, Doreen and Betsy Lewin	2006
Let's Cook!	Crowther, Robert	2006
First Day Jitters	Danneberg, Julie	2008

Rap a Tap Tap	Dillon, Leo and Diane	2008
Eddy B, Pigboy	Dunrea, Olivier	2009
And Here's to You	Elliott, David	2005
Mary Engelbreit's Mother Goose	Engelbreit, Mary	2007
Olivia and the Missing Toy	Falconer, Ian	2005
Word Wizard	Falwell, Cathryn	2006
A Perfect Day for It	Fearnley, Jan	2003
A is for Aloha	Feeney, Stephanie	2006
Hawaii Is a Rainbow	Feeney, Stephanie	2006
The Daddy Mountain	Feiffer, Jules	2005
Muncha! Muncha! Muncha!	Fleming, Candace	2003
Buster	Fleming, Denise	2004
In the Tall, Tall Grass	Fleming, Denise	2009
Captain's Purr	Floyd, Madeline	2004
Tiger Can't Sleep	Fore, J.J.	2008
The Magic Hat	Fox, Mem	2003
On the Day You Were Born	Frasier, Debra	2006
A Rainbow of my Own	Freeman, Don	2009
Corduroy Goes to School	Freeman, Don	2006
A Rhinoceros Wakes Me Up in the Morning	Goodspeed, Peter	2009
Gaspard and Lisa Friends Forever	Gutman, Anne	2004
The Silly Book	Hample, Stoo	2005
Don't Forget to Come Back!	Harris, Robie H.	2007
Lilly's Big Day	Henkes, Kevin	2007
Duck and Goose,	Hills, Tad	2007
Does a Cow Say Boo?	Hindley, Judy	2003
Toot and Puddle	Hobbie, Holly	2004
Silly Suzy Goose	Horacek, Petr	2007
Bubba and Beau, Best Friends	Howard, Arthur	2003
When I'm Sleepy	Howard, Jane R.	2009
Trucks Whizz, Zoom, Rumble	Hubbell, Patricia	2005
Dogger	Hughes, Shirley	2009
Harold and the Purple Crayon	Johnson, Crockett	2004
Bad Dog School	Joose, Barbara	2008
The Hello, Goodbye Window	Juster, Norton	2007
Violet Comes to Stay	Karon, Jon	2007
Kasza, Keiko	My Lucky Day	2009
The Pigs' Picnic	Kasza, Keiko	2005
Farfallina & Marcel	Keller, Holly	2003
Little Miss Spider	Kirk, David	2009
Sun Bread	Kleven, Elisa	2004
Milton the Early Riser	Kraus, Robert	2008

Yellow Elephant	Larios, Julie	2007
The Little Chick	Lawrence, John	2004
The Red Book	Lehman, Barbara	2005
What's that Noise?	Lemieux, Michele	2009
The Wizard, the Fairy, and the Magic Chicken	Lester, Helen	2009
My Truck Is Stuck	Lewis, Kevin	2005
The Big Bug Ball	Lillegard, Dee	2009
It's Mine!	Lionni, Leo	2009
Even Firefighters Hug Their Moms	MacLean, Christine Kole	2008
I Stink!	MacMullen, Kate	2003
Just Ducky	Mallat, Kathy	2003
Trouble on the Tracks	Mallat, Kathy	2007
Chicka, Chicka 1-2-3	Martin, Bill et al.	2006
There's an Alligator Under My Bed	Mayer, Mercer	2009
You're All My Favorites	McBratney, Sam	2006
T is for Terrible	McCarty, Peter	2005
Hondo and Fabian	McCarty, Peter	2003, 04, 07
Make Way for Ducklings	McCloskey, Robert	2009
The Gift of Nothing	McDonnell, Patrick	2007
Widget	McFarland, Lyn Rossiter	2005
Shapesville	Mills, Andy, Becky Osborn, Erica Neitz	2006
The Funny Little Woman	Mosel, Arlene	2009
How Kind	Murphy, Mary	2005
The Three Questions	Muth, Jon J.	2006
Zen Shorts	Muth, Jon J.	2006
Hippo! No, Rhino	Newman, Jeff	2008
Mole and the Baby Bird	Newman, Marjorie	2004
Beatrice Doesn't Want To	Numeroff, Laura	2009
Fancy Nancy	O'Connor, Jane	2007
Jellybeans	Ommen, Sylvia Van	2006
Panda Whispers	Owens, Mary Beth	2008
Move!	Page, Robin	2007
The Feel Good Book	Parr, Todd	2007
Babies Can't Eat Kimchee!	Patz, Nancy	2008
Hop! Hop! Hop!	Paul, Ann Whitford	2006
The Very Ugly Bug	Pinchon, Liz	2006
Not a Box	Portis, Antoninette	2007
Tea for Me, Tea for You	Rader, Laura	2005
Daddy's Little Boy	Randall, Ronne	2008
The Day the Babies Crawled Away	Rathmann, Peggy	2004
Curious George	Rey, H.A.	2009
I Love Animals	Rigg, Jo, Robert Tanish, Simon Muyford	2006

My Friend Rabbit	Rohmann, Eric	2004
Oliver Finds His Way	Root, Phyllis	2003
Little Pea	Rosenthal, Amy Krouse	2008
Mud is Cake	Ryan, Pam Munoz	2003
Food for Thought	Saxton, Freymann and Joost Elffers	2009
Richard Scarry's What Do People Do All Day?	Scarry, Richard	2007
Russell the Sheep	Scotton, Rob	2008
Dr. Seuss's Sleep Book	Seuss, Dr.	2007
Fox in Socks	Seuss, Dr.	2007
Alice the Fairy	Shannon, David	2005
Good Boy, Fergus!	Shannon, David	2007
That's When I'm Happy	Shoshan, Beth	2008
Stray Dog	Simont, Marc	2004
Fire Truck	Sis, Peter	2005
Madlenka's Dog	Sis, Peter	2004
When Moon Fell Down	Smith, Linda	2004
Sophie's Masterpiece: a Spider's Tale	Spinelli, Eileen	2003
Car Wash	Steen, Sandra	2004
The House that Jack Built: A Mother Goose Nursery Rhyme	Stevens, Janet	2009
Don't Make Me Laugh	Stevenson, James	2008
Minerva Louise and the Red Truck	Stoeke, Janet Morgan	2003
If My Dad Were a Dog	Tellis, Annabel	2008
The Squeaky, Creaky Bed	Thompson, Pat	2005
Snow Bears	Waddell, Linda	2003
Bunny Mail (A Max and Ruby lift-the-flap book)	Wells, Rosemary	2006
Kiss Kiss	Wild, Margaret, and B. Strevens-Marzo	2007
Don't Let the Pigeon Drive the Bus!	Willems, Mo	2009
The Pigeon Finds a Hot Dog	Willems, Mo	2006
Knuffle Bunny: A Cautionary Tale	Willems, Mo	2005
Today I Will Fly	Willems, Mo	2007
Horse in the Pigpen	Williams, Linda	2003
Never Too Little to Love	Willis, Jeanne	2006
Bear Snores On	Wilson, Karma	2004
Bear Wants More	Wilson, Karma	2003
Bear Feels Sick	Wilson, Karma	2008
Teeth, Tails, Tentacles	Wormell, Christopher	2005
How Do Dinosaurs Eat Their Food?	Yolen, Jane	2007
How Do Dinosaurs Go to School?	Yolen, Jane	2008
Knick-Knack Paddywhack: a Moving Parts Book	Zelinsky, Paul O.	2003
Dig!	Zimmerman, Andrea & David Clemesha	2005

Using Predictable Books with Young Children



When we make predictions, we form ideas about the future based on what we already know or believe. A predictable book is one that features patterns, sequences, and connections in the illustrations or words that enable children to guess “what comes next” in the story. Predictable books can be used to help 2-, 3-, and 4-year-olds learn what to expect from spoken and written language. (See *Illinois Early Learning and Development Benchmarks 1.B.ECb, 2.A.ECa, 2.B.ECa, 2.C.ECa, and 10.C.ECa.*)

- ✦ Choose a variety of predictable books to share with very young children (ages 2 through 4).
 - Picture books with basic vocabulary and simple rhyme patterns let children anticipate what word comes next. Examples: *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss; *Rap A Tap Tap* by Leo and Dianne Dillon.
 - Children often like to repeat simple phrases or refrains with a reader.
 - Many preschoolers like stories that build on patterns. Examples: *Drummer Hoff* by Barbara Emberley; *Bringing the Rain to Kapiti Plain* by Verna Aardema.

- ✦ Use children’s favorite books again and again.
 - Young children may want to hear the same poem or book many times. Soon they get to know the word patterns. They may enjoy saying the words along with you.
 - Many children like to fill in the blank when you leave out a word or two at the end of a sentence. Pause in your reading: “One fish, two fish, red ____.” Look around at the children. Wait for them to call out, “Fish, blue fish!”
 - Some children will enjoy catching your “mistakes” when you playfully change a few words in a familiar book: “One fish, two cats, red fish....”

- ✦ Expand on children’s predictions.
 - Children can make up dialogue between characters in wordless and nearly wordless books. You might say, for example, “There are no words to tell us what is going on in this picture. What do you think this boy might say to the dog?”
 - Children who know a book well can discuss different versions of the same story. For instance, you might read aloud from *There Was an Old Lady Who Swallowed a Fly* by Simms Taback. Then show the children Alison Jackson’s *I Know an Old Lady Who Swallowed a Pie*. Help them predict some possible similarities and differences between the two. “The lady who swallowed a fly also swallowed a spider and other animals. What do you suppose this pie-swallowing lady might eat?” Follow up by asking, “What makes you think so?”

- ✦ For related Web resources, see “Using Predictable Books with Young Children” at <http://illinoisearlylearning.org/tips.htm>.

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Early Writing

Scribble. Children experiment with writing tools and materials. They draw scribbles over and over to understand how to make certain marks.

Drawing vs. writing. Children show they understand the difference between pictures and print. They may pretend to read their own messages without consistency.

Left to right scribble. Children move writing tools across the page left to right. They show understanding that once an oral message (such as your pizza order) is represented with written words it should be read the same way every time.

First letters. Children make letter-like forms and some real letters from their name. They begin to notice the differences in letter symbols and may recognize letters with personal meaning.

Letters in space. Children may use space creatively, even backwards, when writing. Some children seem to work actively to perfect important letters by experimenting with the many ways to write them.

String of letters. Children write a sequence of letters to represent an idea or story. They may also point to print when pretending to read a book.

First words. Children show they know that words are composed of letters. They may separate words with spaces or marks.

Inventive spelling. Children show they can discriminate between speech sounds. They may play with beginning sounds by singing “binkle, binkle, little star” or rhyming “fat, cat”. They know different sounds are represented by different symbols and pick the most obvious sounds in words to write down. Speech and articulation may impact how children sound out words.

Copying. Children use a variety of resources to facilitate their writing, such as asking others or looking for words in the environment. They show interest in conventional spelling by copying print from adult writing and books or signs.

Conventional writing.

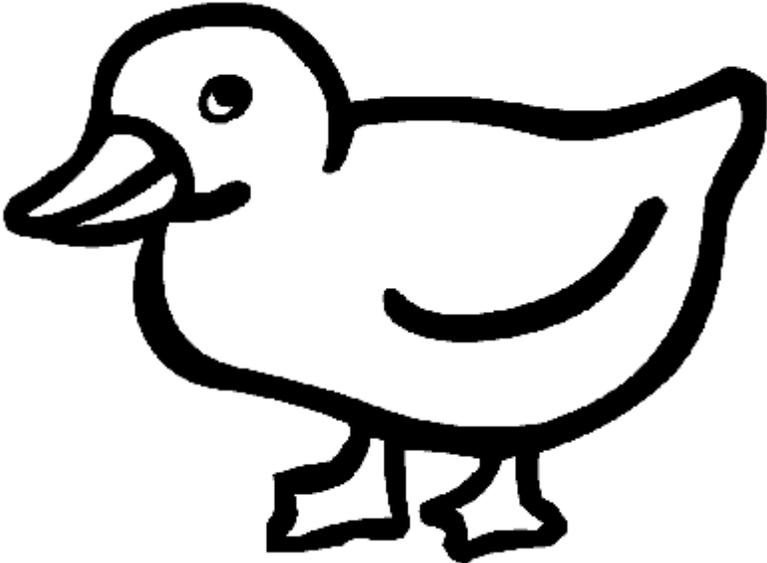
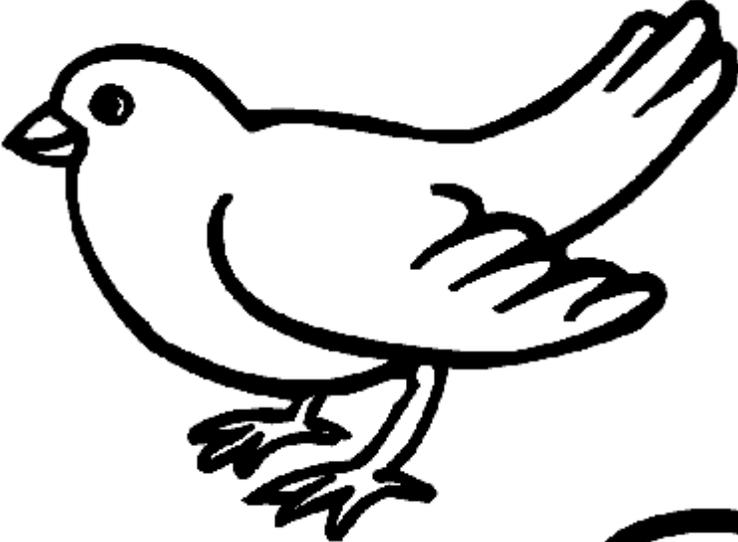
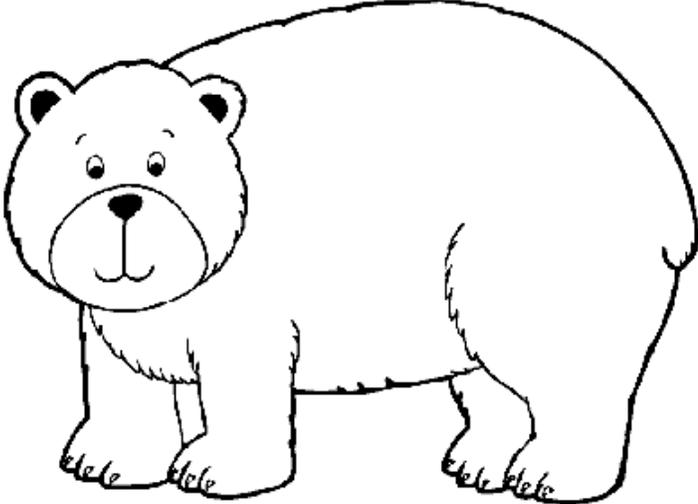
Children work to combine their knowledge about the purpose of writing, how print is organized, letter symbols and sounds, and letter formation to write conventionally.

Offer a variety of writing materials to the children in your care and observe where they are in their writing development. Children’s errors often show us what they know about writing as well as what they have not yet learned.

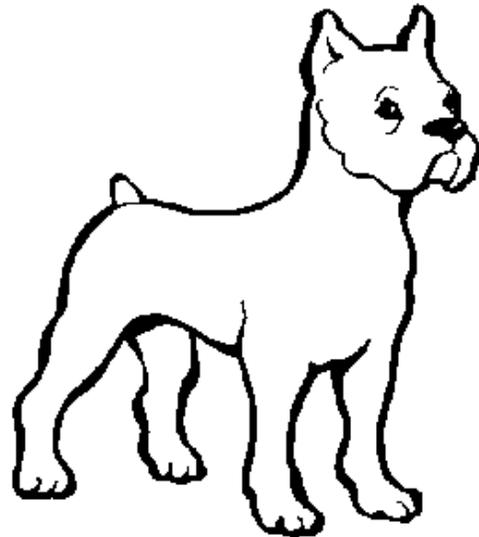
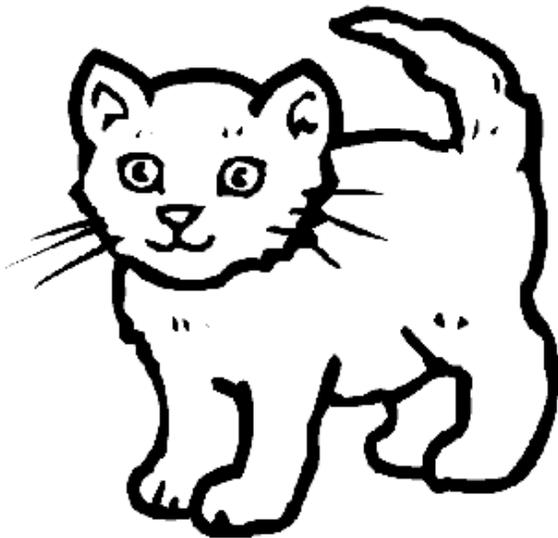
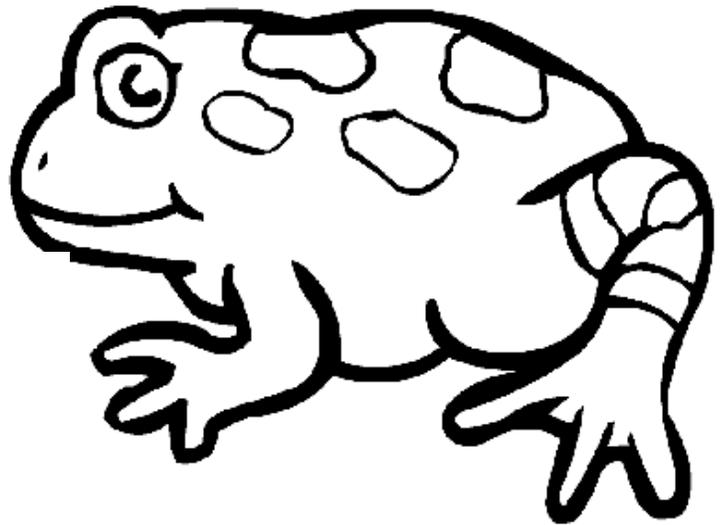
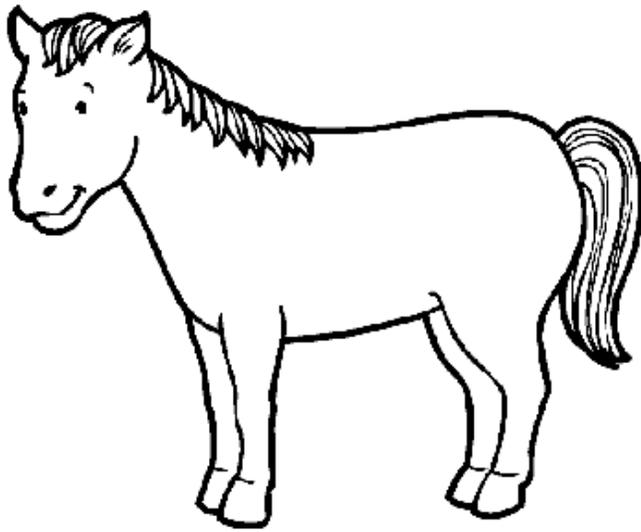
This information will assist you in planning for an environment and experiences that support the blossoming writers in your care.

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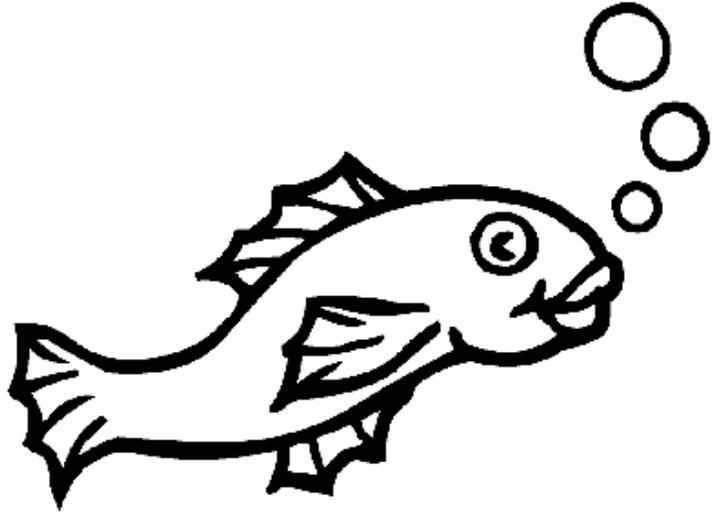
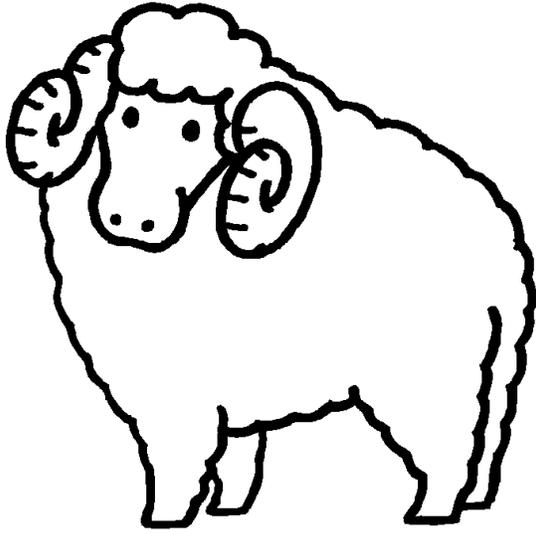
Brown Bear Stick Puppet Templates



Images copied from <http://www.thevirtualvine.com/brownbear.html>



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Images copied from <http://www.thevirtualvine.com/brownbear.html>

Pre-K Book Report

Title of book:

Author:

What was the book about?

Draw a picture of your favorite part of the book.



Developmental Ages and Stages Chart

	Infants/Toddlers: Ages birth–36 months	Early Childhood/Preschool: Ages 3–6
Physical/ Motor	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Lift head when lying on tummy • Bring hands to midline • Sit with support • Turn from stomach to back or back to stomach <p>5½ months to 8 months:</p> <ul style="list-style-type: none"> • Sit without support • Roll, scoot, stand holding on to stable object • Transfer objects from hand to hand • Bang objects <p>8 months to 14 months:</p> <ul style="list-style-type: none"> • Pull to stand • Lower self to sit • Walk • Point with finger • Use thumb and pointer finger to pick up objects (pincer grasp) <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Walk backwards • Throw ball forward • Walk up stairs holding railing • Ride on toy without pedals • Scribble <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Balance on one foot • Pedal a tricycle • Walk up and down steps alternating feet • Begin to use scissors • Build with blocks 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Catch a large ball • Throw with more control • Snip with scissors • Build with blocks • Grip pencil with fingers <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Climb • Hop • Cut with scissors • Copy simple figures • Button and unbutton <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Balance while walking in a straight line • Write own name • Zip and unzip a zipper
Cognitive	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Gaze at, then track faces and objects with high contrast • Find hands and feet • Bat at objects <p>5½ to 8 months:</p> <ul style="list-style-type: none"> • Briefly look at pictures in a book • Put things in mouth • Experiment by throwing, dropping, shaking and banging objects <p>8 months to 14 months:</p> <ul style="list-style-type: none"> • Examine small objects and details • Repeat interesting activities • Remember the location of hidden objects <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Say “no” often • Imitate adult behaviors and activities • Try to comfort others in distress • Play by self for a short period of time <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Begin to solve problems more logically • Remember events and places • Match and group objects that are alike 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Notice how things are alike and different • Recite numbers • Predict effects of one’s actions <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Tell the sequence of events in a story • Try different actions to solve a problem • Organize collections of objects into groups • Say full name an address <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Aware of rules and manners • Practice recognizing numerals 1 through 10 • Use logical thinking when playing games • Enjoy following familiar routines and predicting what will happen next

<p>Language</p>	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Turn head to find a sound • Make vowel sounds like eee, aah, ooo • Take turns making sounds with parents and care providers • Enjoy practicing sounds <p>5½ months to 8 months:</p> <ul style="list-style-type: none"> • Associate some sounds with objects and people • Say single syllables like ba, pa, ma • Repeat sounds like “bababa” <p>8 months to 14 months:</p> <ul style="list-style-type: none"> • Respond to simple requests • Understand “no” • Point and gestures to communicate • May say few words including “mama” and “dada” specifically <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Follow a one step direction such as, “Pick up your shoes” • Say about 50 words • Imitate adult inflections • Name some pictures • Point to at least six body parts <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Understand actions and events in simple story books • Use multi-word sentences • Ask and answer simple questions • Listen closely to conversations 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Use three and four word sentences • Follow more difficult directions • Make up silly words • Ask “why”, how questions • Repeat songs and rhymes • Recognize familiar words and signs <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Use longer, more complex sentences • Retell familiar stories and predicts story endings • Use language to expand and extend play <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Describe a sequence of events • Negotiate rules • May have trouble pronouncing their r, v, l, th, j, and z sounds
<p>Social-Emotional</p>	<p>Birth to 5½ months:</p> <ul style="list-style-type: none"> • Make eye contact • Can be comforted by parent or care provider • Comfort self in some way • Respond to familiar faces <p>5½ to 8 months:</p> <ul style="list-style-type: none"> • Show separation anxiety • Enjoy simple games like “peek-a-boo” <p>8 to 14 months:</p> <ul style="list-style-type: none"> • Know the difference between familiar people and strangers • Play simple, imitative games like “pat-a- cake” • Initiate interactions with familiar people <p>14 months to 24 months:</p> <ul style="list-style-type: none"> • Say “no” often • Imitate adult behaviors and activities • Try to comfort others in distress • Play by self for a short period of time <p>24 months to 36 months:</p> <ul style="list-style-type: none"> • Begin to express feelings in socially acceptable way • Have fears • Begin to understand and follow simple rules • Desire routines 	<p>3 to 4 years:</p> <ul style="list-style-type: none"> • Use negative words such as “don’t” and “won’t” • Test limits that are set • Learn to share and take turns • Have difficulty distinguishing real from make-believe <p>4 to 5 years:</p> <ul style="list-style-type: none"> • Like to socialize with peers • Enjoy situations away from home • Change moods quickly • Change the rules to benefit self <p>5 to 6 years:</p> <ul style="list-style-type: none"> • Understand acceptable/ unacceptable behavior • Show pride and confidence in own accomplishments • Show interest in fairness and making rules • Have preferences in special friends

	School Age Ages 5–7	School Age Ages 7–12
Physical	<ul style="list-style-type: none"> • Better at running or jumping but awkward at smaller movements like writing • Enjoy structured games like Simon Says and Duck, Duck, Goose • Losing teeth • Need lots of physical activity and free play • Tend to be in a hurry and rush things 	<ul style="list-style-type: none"> • Rapidly growing bodies • Enjoy group games like soccer or kick ball • Many girls and some boys experience the beginning of puberty • May suddenly be better coordinated • Restless—Can't sit for long period
Cognitive	<ul style="list-style-type: none"> • Not ready to understand big ideas like "fairness". • Don't think logically (if it is windy and the trees are shaking, then the trees are causing it to be windy) • Almost never see things from another person's view • Curious about things • More aware of similarities and differences 	<ul style="list-style-type: none"> • Enjoy board games, computer games, and puzzles • Like to learn through discovery • Beginning to see the "bigger world" including ideas like fairness and justice • Good at solving problems • Can concentrate for long periods
Language	<ul style="list-style-type: none"> • Literal—when you say, "Happy as a clam", they may picture a clam dancing and laughing • Think out loud—will say "I'm going on the swings" before they actually do it • Invented spelling such as "I luv to et iscrem" for I love to eat ice cream" • Love jokes and riddles 	<ul style="list-style-type: none"> • Show interest in the meaning of words • Can create stories with beginning, middle and end • Can listen well • Reading to learn instead of learning to read • Appreciate humor—"gets" jokes
Social-Emotional	<ul style="list-style-type: none"> • Learning about being a friend • Prefer to play with those of the same gender • Need verbal permission from adults—"May I...?" • Don't like taking risks or making mistakes • Sensitive and can react strongly to criticism 	<ul style="list-style-type: none"> • Understand the feelings of others • Enjoy group activities and cooperative work, especially with those of the same gender • Developing a sense of right and wrong—very sensitive to fairness issues • Moodiness

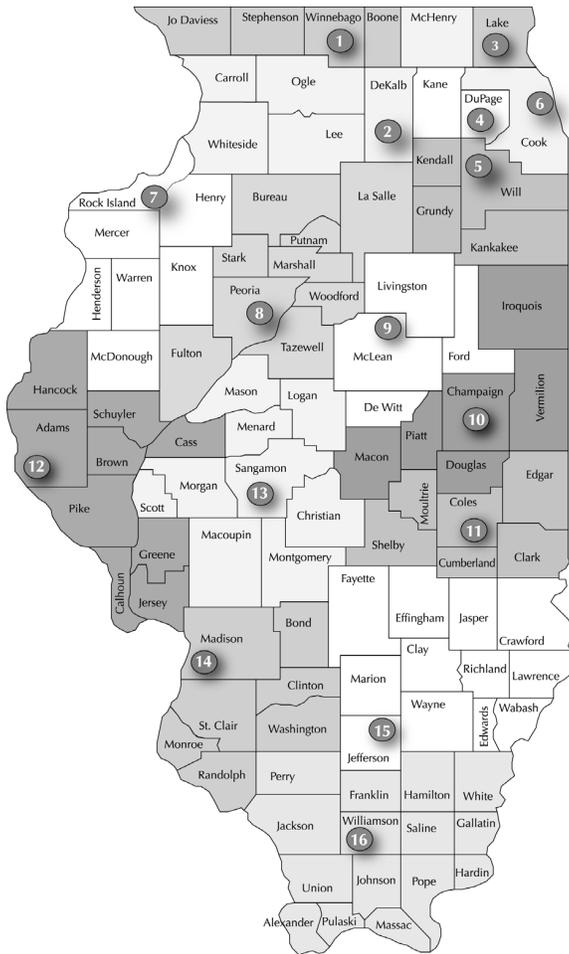
Sources: American Academy of Child and Adolescent Psychiatry (2001). *Facts for Families*©. "Normal Adolescent Development: Middle School and Early High School Years". <http://www.aacap.org/>

American Academy of Child and Adolescent Psychiatry (2001). *Facts for Families*©. *Normal Adolescent Development: Late High School Years and Beyond*. <http://www.aacap.org/>

Cox, N.S. (2006). *Human Growth and Development: A resource packet to assist school districts in program development, implementation, and assessment*, pp. 29–31

Gibbs, J. (2000). *TRIBES: A New Way of Learning and Being Together*. Sausalito, pp. 41–42 Wood, C. (2007). *Yardsticks: Children in the Classroom Ages 4–14*, 3rd Edition.

Illinois Child Care Resource and Referral (CCR&R) Agencies Service Delivery Area (SDA)



SDA 1
YWCA
Child Care Solutions
(Rockford)
888-225-7072
www.ywca.org/Rockford

SDA 2
4-C: Community Coordinated
Child Care
(DeKalb)
800-848-8727
&
(McHenry)
866-347-2277
www.four-c.org

SDA 3
YWCA Lake County CCR&R
(Gurnee)
877-675-7992
www.ywcalakecounty.org

SDA 4
YWCA CCR&R
(Addison)
630-790-6600
www.ywcachicago.org

SDA 5
Joliet CCR&R
(Joliet)
800-552-5526
www.childcarehelp.com

SDA 6
Illinois Action for Children
(Chicago)
312-823-1100
www.actforchildren.org

SDA 7
Child Care Resource & Referral
of Midwestern Illinois
(Moline)
866-370-4556
www.childcareillinois.org

SDA 8
SAL Child Care Connection
(Peoria)
800-421-4371
www.salchildcareconnection.org

SDA 9
CCR&R
(Bloomington)
800-437-8256
www.ccrn.com

SDA 10
Child Care Resource Service
University of Illinois
(Urbana)
800-325-5516
ccrs.illinois.edu

SDA 11
CCR&R
Eastern Illinois University
(Charleston)
800-545-7439
www.eiu.edu/~ccrr/home/index.php

SDA 12
West Central Child
Care Connection
(Quincy)
800-782-7318
www.wcccc.com

SDA 13
Community Connection Point
(Springfield)
800-676-2805
www.CCPoint.org

SDA 14
Children's Home + Aid
(Granite City)
800-467-9200
www.childrenshomeandaid.org

SDA 15
Project CHILD
(Mt. Vernon)
800-362-7257
www.rlc.edu/projectchild

SDA 16
CCR&R
John Logan College
(Carterville)
800-548-5563
www.jalc.edu/ccrr

Find your local CCR&R by identifying what county you reside in.

Services your local CCR&R provides:

- Free and low cost trainings and professional development
- Grant opportunities for quality enhancements
- Professional development funds to cover expenses related to trainings and conferences
- Mental health consultants, infant toddler specialists and quality specialists to answer your questions
- National Accreditation support
- Free referrals of child care programs to families searching for child care.
- Financial assistance for families to help pay for child care.

And more...

Helpful Websites: Module 8c

Colorín for ESL

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

Literacy Across the Preschool Curriculum*

<http://illinoisearlylearning.org/tipsheets/literacy.htm>

Out and About with Preschoolers: Literacy Activities*

<http://illinoisearlylearning.org/tipsheets/outdoor-lit.htm>

Read Aloud America

http://readaloudamerica.org/books_Preschool.htm

Talking Is Teaching

<http://talkingisteaching.org/>

Using Predictable Books with Young Children*

<http://illinoisearlylearning.org/tipsheets/predictable.htm>

Young Authors at Work: Literature Response Journals*

<http://illinoisearlylearning.org/tipsheets/young-litresp.htm>

Young Authors at Work: Story Dictations*

<http://illinoisearlylearning.org/tipsheets/young-dictate.htm>

(*Spanish version available on link)

General Links

Early Childhood News

www.earlychildhoodnews.com

ExceleRate Illinois homepage

www.excelerateillinois.com

Gateways i-Learning System - for online trainings

<http://courses.inccrra.org>

Gateways to Opportunity: Illinois Professional Development System

www.ilgateways.com

Head Start Early Childhood Learning & Knowledge Center (ECLKC)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc>

Illinois Department of Children and Family Services Child Care Licensing Standards

www.illinois.gov/dcf/aboutus/notices/Documents/Rules_407.pdf

Illinois Early Learning Project

www.illinoisearlylearning.org

National Association for the Education of Young Children (NAEYC)

www.naeyc.org

National Association for Family Child Care (NAFCC)

www.nafcc.org

Statewide Training Calendar

www.ilgateways.com/en/statewide-online-training-calendar

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