Bridging The Gap

Improving Language Through Quality Teacher–Child Interactions

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Instructional Designer

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OUR VISION IS TO HELP EVERY CHILD BECOME A READER
Did you know...

**LITERACY IS THE SINGLE, STRONGEST PREDICTOR OF ADULT HEALTH.**
SUCCESS IN READING IS ESSENTIAL TO A CHILD’S WELL BEING
NEMOURS IS WORKING TO CLOSE THE WORD GAP AND ENSURE EVERY CHILD RECEIVES A BRIGHT START FOR SCHOOL AND FOR LIFE

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EXTENDING OUR REACH

PARENTS
POLICY MAKERS
HEALTH PROFESSIONALS
PRE-K AND K EDUCATORS
COMMUNITIES
EARLY CHILD CARE EDUCATORS
Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)

- Professional: 45
- Working-Class: 26
- Low-Income: 13

Age of Child

0, 12 mo., 24 mo., 36 mo., 48 mo.

Hart and Risley, 1995

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Research says....
During the first four years of life, children in welfare families are exposed to approximately 30 million fewer words than children in professional families.

By 3 years old

• Vocabulary Growth
• Vocabulary Use
• IQ Scores
How does this relate to me?
Goals

1) Enhance everyday teacher-child interactions through language and literacy focused daily routines.
2) Develop a nurturing classroom environment that supports child initiated learning.
3) Promote vocabulary development in toddlers and twos through guided learning and active play.
10 Best Practices

- Foundation
- Engagement

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Foundation

- Show Sensitivity
- Multisensory Approach
- Be Flexible
- Intentionally Guiding Play

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Show Sensitivity

• **Know your families**… connect and communicate with parents or caregivers and develop a partnership.

• **Know and love every child**… taking time to get to know each child as an individual.

• **Respect personal differences**… remembering not all families are the same.

• **Do your research**… so that you understand the different values or cultural norms that may be reflected.
Let's Reflect

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Multisensory Approach

• See It!
• Hear It!
• Do It!
• Touch It!

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## Learning Preference Questionnaire

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recall the spelling of a word, I... visualize the word in my head ask for the spelling of the word spell the word in the air write the word on paper</td>
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<tr>
<td>When driving through unknown areas, I would prefer... a map or list of written directions spoken directions to explore on my own demonstrate and let them try illustrate ideas and concepts</td>
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<tr>
<td>When teaching something to others, I... show examples explain verbally what I saw what I said what I did</td>
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<tr>
<td>When I recall an experience, I am most likely to remember... include charts and diagrams discuss and explain encourage me to try it communicate through acting and drawing</td>
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<tr>
<td>I prefer presenters who... use a touch screen device write notes for review</td>
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</tr>
<tr>
<td>In my spare time, I would prefer to... read a book listen to music go for a walk</td>
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<tr>
<td>When studying for a test, I am most likely to... look over my notes write the info move around as I study dance along with the music</td>
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<tr>
<td>When music is playing, I... create an image in my mind sing along dance along with the music</td>
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<tr>
<td>I would rather... look at old photographs socialize with friends travel</td>
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</tr>
<tr>
<td>When cooking a new meal, I am likely to... read and follow the recipe, step by step call a friend for an explanation of the recipe create my own version of the meal rewrite the recipe on index cards</td>
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<tr>
<td>When I share a story, I am likely to... write it narrate it act it out talk with my hands</td>
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</tr>
<tr>
<td>In order to assemble something correctly, I am most likely to... read the instructions have someone read the instructions out loud disregard the instructions and begin building through trial and error sort the pieces before assembling</td>
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</tr>
<tr>
<td>I would rather attend... a movie notice his/her appearance a symphony give him/her a hug a gym class share his/her hand</td>
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</tr>
<tr>
<td>When I meet with a friend, I... notice his/her appearance ask &quot;how have you been?&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When learning something new, I prefer to... see it hear it do it touch it</td>
<td></td>
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</tbody>
</table>

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Let’s Reflect

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Be Flexible

• **Engage children** … by setting up learning experiences that stimulate curiosity and creativity.

• **Follow their lead**… as they show you how they will engage with materials, allowing the direction of the play to follow their interests.

• **Explore and play together**…. by maintaining a playful easy going manner as you embed learning and discovery opportunities.
Watch...Think...Add...

• **Watch and observe**... children as they engage in play or an activity.

• **Think about**... how you can increase the child’s learning in this moment.

• **Add an idea or comment**... that will increase learning as the child plays.
Let's Try It!
Engagement Strategies

- Model and Demonstrate
- Clear Descriptions
- Back and Forth Exchanges
- Question and Respond
- Think Out Loud
- Specific Positive Feedback
Model and Demonstrate

Model or Demonstrate...Invite

• **Model**... by showing an activity or behavior as the child observes you.

  or

• **Demonstrate**... by showing a certain way to complete a task.

• **Invite**... encouraging the child to engage in the action or behavior.
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Clear Descriptions

Define and Clarify

• **Define**… new words in simple child-friendly language incorporating props, photographs or books

• **Clarify**… meaning by adding more information and connecting the word to real-life experiences

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Let's Try It!

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Back and Forth Exchanges

Acknowledge…Respond…Add More

• **Acknowledge**… what the child is saying and doing.

• **Respond**… giving language to the child’s attempt to engage.

• **Add More** … ask questions that encourage more exchanges and promotes thinking.

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Let's Try It!
Question and Respond

Ask…Pause…Respond…

• **Ask**…an engaging question to the child.

• **Pause**…wait for the child to process your question and think about a response.

• **Respond**…follow the child’s response by giving an answer or extending a response.
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Let’s Try It!

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Think Out Loud

Narrate and Describe

• **Narrate**...using a step by step description of what you are doing or what you are seeing a child do as you play and engage together

• **Describe**...using at least two descriptive words to describe the item you are engaging with.
Let's Try It!

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Specific Positive Feedback

Watch and Listen… Acknowledge

• **Watch and Listen**… to what the child is saying and doing.

• **Acknowledge**… specifically what you see the child accomplishing or doing.
Ten Strategies to Help Your Child Become a Confident Writer

The first experiences children have with drawing and writing will shape their writing development as well as their interest and enthusiasm for writing. You can create a home literacy environment that will positively support your child's early attempts and help her successfully advance through the often difficult and complex process of beginning writing.

Beginning writing occurs in stages that should be respected and celebrated. Some of these stages include:

- scribbling
- shapes that resemble letters
- random letters written together to resemble a word
- labeling pictures with beginning sounds
- experimenting with different spellings of words

Parents can promote fun and enjoyable writing experiences for all stages of beginning writing with the following ten strategies.

1. Create an Inviting Space for Drawing and Writing
   Young children need a comfortable and inspiring space that allows them to experiment with drawing and writing. This may include appropriately sized tables and chairs as well as a sturdy work surface. If the lack of space or equipment is an issue, consider creating a cozy area with bean bags, throw pillows, and soft lighting.

2. Provide a Variety of Writing Tools
   Offer your child the opportunity to experiment with different writing tools such as pencils, crayons, markers, colored pencils and chalk. Include magnetic writing surfaces and get boards if your child has difficulties with the typical writing tools.

3. Provide a Variety of Writing Surfaces
   Provide an assortment of paper, including large and small sheets of paper, lined and unlined paper, note pads, stationery and envelopes. You might also consider providing other writing surfaces such as a chalkboard, easel, clip board or dry erase board.

4. Allow for Appropriate Drawing and Writing Opportunities
   To help your child progress through the stages of writing, provide consistent and varied opportunities for her to draw and write each day or as often as possible.

5. Teach by Example
   It is very important for young children to see the adults in their lives writing. It sends the message that writing is a form of communication. For this reason, find every opportunity to include your child in the writing process. The next time you make a shopping list, write a letter or model a drawing, involve your child to participate.

6. Allow Children the Freedom to Make Choices
   Remember, young children should be able to express themselves freely through drawing and writing. Often, we lose sight of that goal and place pressure and high standards on young writers. Each child's choice to express his or her thoughts, ideas and feelings should be accepted, acknowledged and praised.

7. Provide Support and Guidance
   Our role in the development of early writing is to provide encouragement and create confidence. Young children require support and guidance. Try these effective techniques:
   - provide visual support (pictures or illustrations)
   - provide verbal instructions to allow your child to construct an image in multiple steps
Home Activities

At-Home Activities

The best way to fine-tune your child’s reading skills is to find time to practice every day. And most kids learn better when they’re doing something they want to do, not because they have to. These kid-approved activities and games are fun and help build reading skills. They’re simple enough to make part of your routine: during playtime, at meals and snacks, or when you’re out and about.

Recommended Activities

- Cabinet of Curiosity
  - Prep: 3 Minutes / Activity Time: 1/2 Minutes
  - In this game, you will combine a two-year-old’s love of games and their natural curiosity into a sneaky game that develops an attention to language.

- Flip Your Lid!
  - Prep: 3 Minutes / Activity Time: 3 Minutes
  - Here is a playful way to help your toddler develop his oral language, listening and thinking skills, which are all crucial to the development of literacy.

- Hall of Shapes
  - Prep: 3 Minutes / Activity Time: 1/2 Minutes
  - This activity gives your child lots of opportunities to practice pairing of letter names and letter sounds.

- My Color Folder
  - Prep: 15-20 Minutes / Activity Time: 5-10 Minutes
  - Make a folder game to help your child practice color words. It’s an easy, inexpensive way to create a fun and interactive activity for your preschooler.

- Let’s Make a Frame!
  - Prep: 5-10 Minutes / Activity Time: 15-20 Minutes
  - Through an easy sequence of folds, you and your child can make a picture frame out of paper. This activity is a fun, creative way for your child to practice both fine motor and beginning writing skills.

- My Letter is Lost!
  - Prep: 2-3 Minutes / Activity Time: 5-7 Minutes
  - Extend your child’s learning through an imaginative writing activity designed to help her think about food allergies.

- Mangos for Matilda
  - Prep: 5 Minutes / Activity Time: 15-20 Minutes
  - Extend your child’s learning through an imaginative writing activity designed to help her think about food allergies.

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Recommended Books

Why These Books?
The following books have been carefully selected by the Nemours BrightStart early literacy specialists based on a number of characteristics such as:

- Appropriateness for the age level
- Quality of literature and appealing illustrations
- A variety of genres
- Appeal of the story or subject matter
- Selection of well-known and less-known authors
- Literacy awards earned, such as the Caldecott Award

These books provide opportunities to teach children the four skills shown to predict reading success:

- Oral language
- Letter knowledge
- Rhyming awareness
- Prosocial actions

Keep your child excited about reading by checking back for new book lists and trying the suggested activities with other books your child enjoys.

May's Featured Books

Sort books by: All Characteristics ▼ | All Ages ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼ ▵
1. Answer the questions
2. Scores are calculated
3. Receive a customized action plan

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QUESTIONS ?
Unique Service. Extraordinary Results.

Thank You!

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