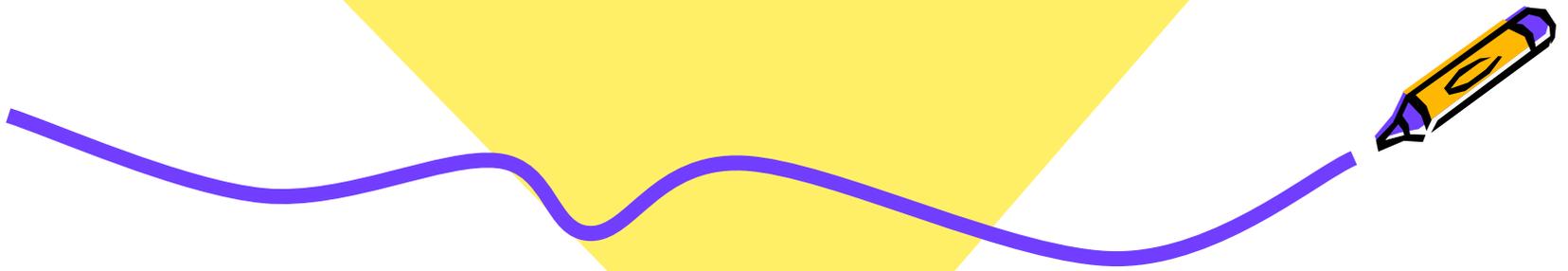


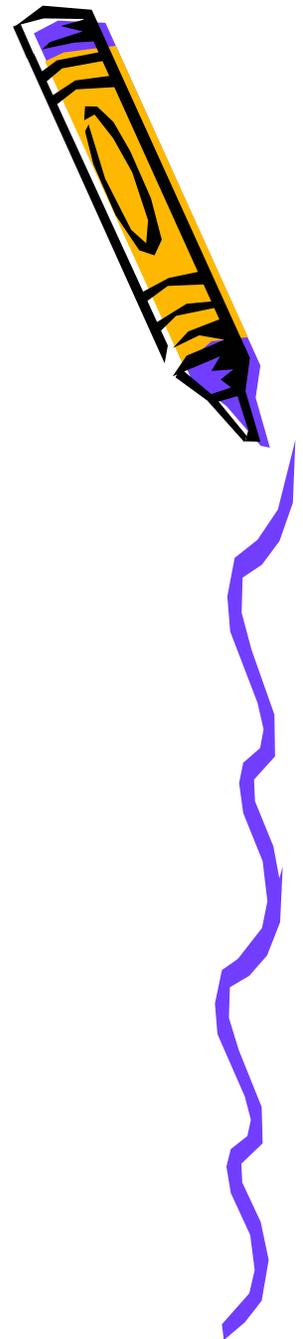
Fostering Language Development  
&  
Adult/Child Interactions

New Jersey ELAS Workshop



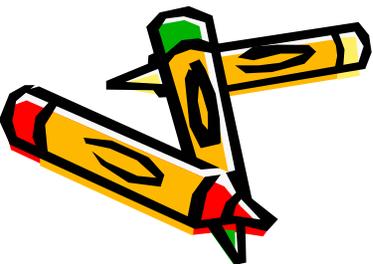
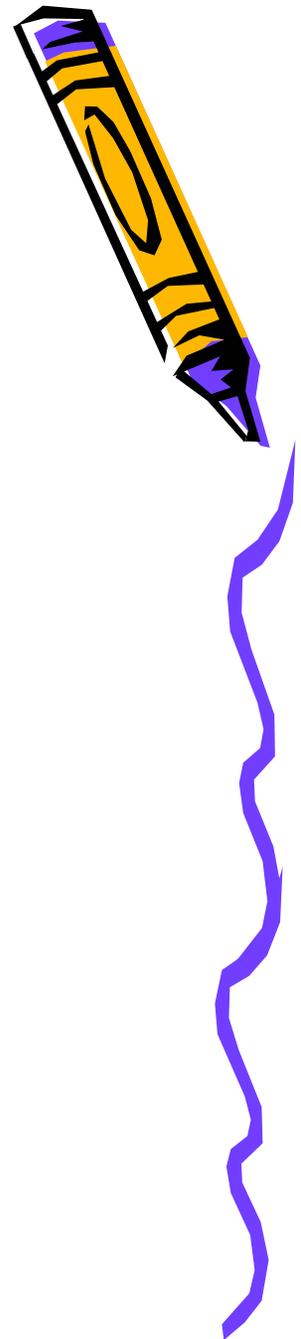
# Why is language development important in early childhood classrooms?

- Learning language is a thinking process.
  - Children work at figuring out the rules of language.
  - Appreciating how children are hypothesizing about language motivates them to keep learning language.
- Language development is the first step towards literacy.
  - Language development makes reading and writing possible.
  - Children need vocabulary to comprehend text.
  - Knowing the patterns and sequences of language supports comprehension.



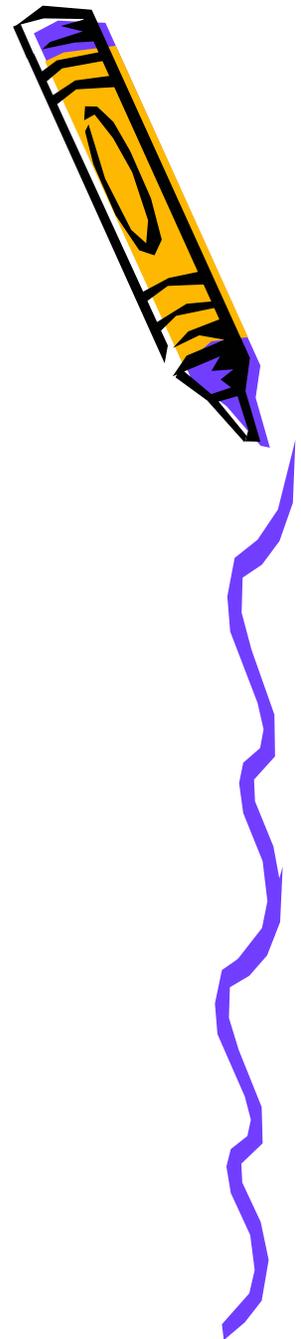
# How Children Acquire Language

- For humans, language learning is innate.
- Environment and interactions have a significant impact on children's language development.
- Children learn by “creating” language.
- Children learn language through play.



# Appreciating Language Differences

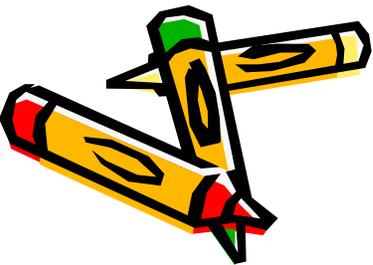
- Encourage children's language use and development in their native language.
- Be sensitive to language differences.
  - Acceptance
  - Integrated Program
  - Sensory Learning

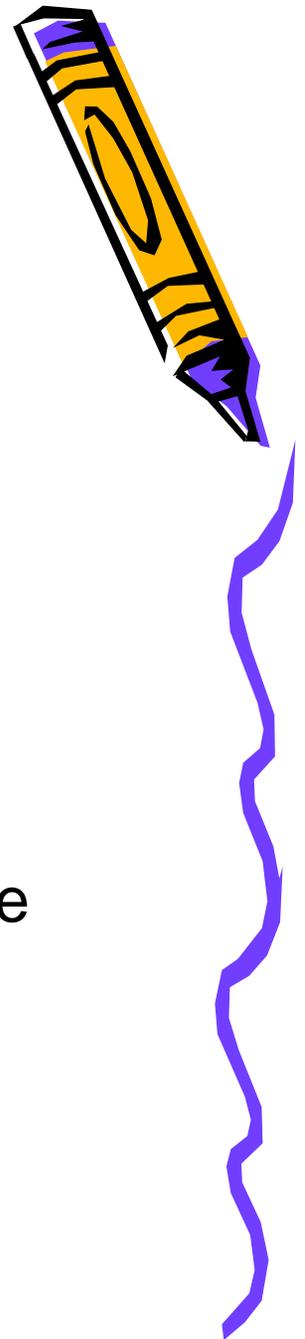




# Practicing Vocabulary

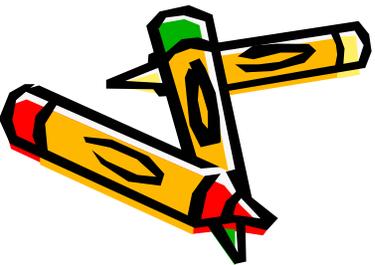
- Step 1: Write a vignette (with group)
  - Write a 2 - 3 sentence vignette describing what a child is doing (and possibly saying) at the center or during the routine.
  - Record it on an index card.

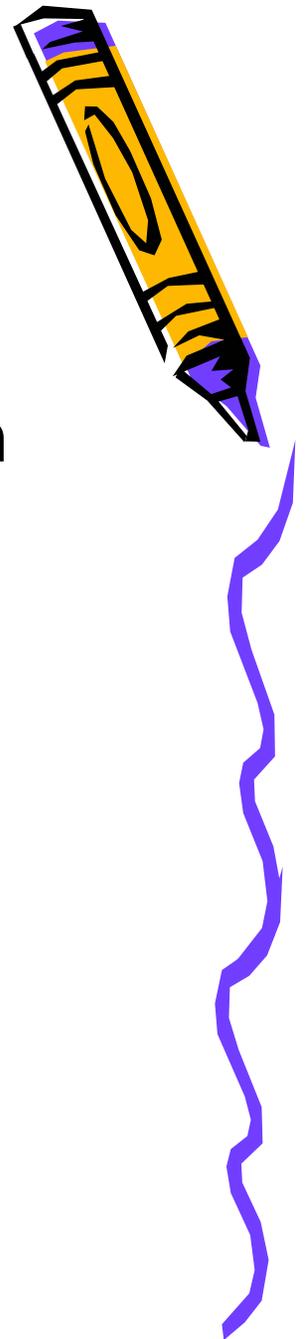




# Practicing Vocabulary

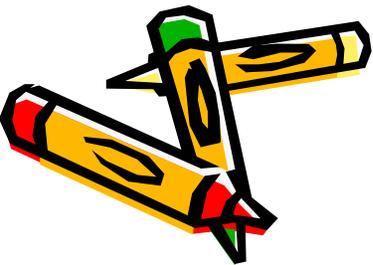
- Step 2: Exchange vignettes (with group)
  - Pass your vignette to another group.
  - Read aloud the vignette you receive.
  - Review the vocabulary chart that relates to the vignette.





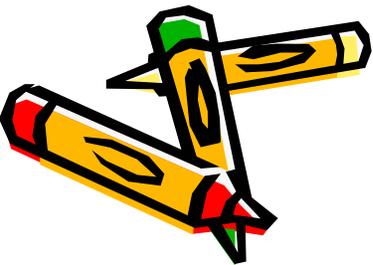
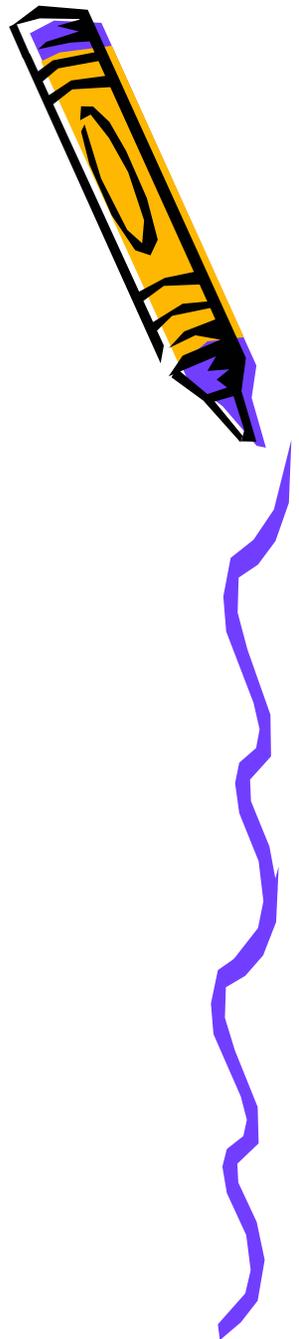
# Practicing Vocabulary

- Step 3: Role play a conversation between teacher and child (with a partner)
  - With your partner, take turns role playing a conversation based on your vignette.
  - One person is teacher; the other is child.
  - Teacher: use some vocabulary words in the conversation.



# Book Response Conversations

- What are some parts of the book you recall?
- Did the book remind you of any other childhood collecting experiences you had? What were they?
- What were some appealing words used in the story?
- What are some ways you might use this book to spark conversations among children?
- Prepare to share one idea from #4.



# Sorting Discussions

- All:
  - List the sorting categories you used.
  - What vocabulary did you use in your discussion?
  - What words used in discussion came from the book?
- Teacher:
  - What else did you observe?
  - What was it like for you to use vocabulary and invite discussion?
- All:
  - What feedback can the “players” offer the teacher?

