

Birth to  
Five

## RESOURCES—PRESCHOOL

### ARTICLES

Conezio, K., & French, L. (2002, September). Using language during science activities. *Beyond the Journal*. Retrieved from <http://www.naeyc.org/files/yc/file/200209/UsingLanguageDuringScienceActivities.pdf>

This article discusses how conversations can be used to guide scientific thinking. It outlines specific ways in which language can enrich a four-step cycle of scientific reasoning.

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, 27(1). Retrieved from <http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

This article summarizes a longitudinal study on identifying features of children's early experiences in the home that contribute to later language and cognitive development. Findings showed large differences in the amount and quality of children's experiences with language and interactions by their third birthday associated with families' socio-economic levels.

Jablon, J., & Stetson, C. (2007). Tips for talking with children. *Teaching Young Children*, 1(1), 8–9. Retrieved from [http://www.nxtbook.com/nxtbooks/naeyc/tyc\\_vol1issue1/index.php?startid=9](http://www.nxtbook.com/nxtbooks/naeyc/tyc_vol1issue1/index.php?startid=9)

This resource is a simple, one-page article that outlines ten tips for engaging in meaningful conversation with young children.

Massey, S. (2004). Teacher–child conversation in the preschool classroom. *Early Education Journal*, 31, 227–232.

This article discusses engaging children in conversations during three critical times throughout the day (book reading, playtime, and mealtime). It incorporates examples of how teachers can model and facilitate conversations to enhance oral language development.

Seplocha, H., & Strasser, J. (2009). Using fanciful, magical language in preschool. *Teaching Young Children*, 2(4), 17–19. Retrieved from <http://www.naeyc.org/files/tyc/file/FancifulLanguage.pdf>

This article provides practical ways teachers can increase children's vocabulary in the preschool classroom. Additionally, it provides specific examples of how novel vocabulary words can be introduced in various classroom centers.

### BOOKS

Burman, L. (2008). *Are you listening? Fostering conversations that help young children learn*. St. Paul, MN: Redleaf Press.

This book provides early childhood educators with a resource for using conversation as a learning tool. It offers a model for how conversations can assist children in strengthening their social, cognitive, and language skills. Additionally, it provides practical guidelines for promoting conversation in early childhood classrooms.

## VIDEOS

Cole, K., Maddox, M., Notari-Syverson, A., & Lim, Y. S. (2006). *Language is the key: Video programs for building language and literacy in early childhood*. Seattle, WA: Washington Learning Systems.

This video-based program demonstrates the use of evidence-based language facilitation strategies in the contexts of play and picture-book interactions. One strategy focuses on expanding children's words to engage in extended conversations. The videos are available in multiple languages.



For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764

This document was prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning under Grant #90HC0002 in collaboration with the Early Head Start National Resource Center under Grant #HHSP23320100009YC.

FALL 2014