



## 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 focused on identifying aspects of children's early experiences in the home that contribute to their 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 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 how to engage 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 novel vocabulary words that can be introduced in classroom activity 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. The videos are available in multiple languages.

## WEB RESOURCES

Strategies for Supporting All Dual Language Learners

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf>

This resource developed by the National Center on Cultural and Linguistic Responsiveness provides examples of how to support children at different levels of English language acquisition.



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