Resource Guide
for

Language Building Blocks

Essential Linguistics for Early Childhood Educators

Anita Pandey
Resource Guide for Language Building Blocks

Table of Contents

◆ Teacher’s and Parent’s Voices ◆

Oh the Places They’ll Go! Minimal Pairs and Wordless Picture Books (K. Prengaman) 1
The Equation Math-Language Approach (P. Tessner) 1
Math Lessons from the Navajo Nation to the Borderlands (L. Reyes) 1
Why Host a Family Breakfast? A Head Start Teacher’s View (D. Barnes) 2
Taste Your World: Nourishing Language and Lives (A. J. Elder-Corrêa) 3
Devaluing & Losing Our Most Valuable Resource (J. Reyhner) 4
Learning from Dual Language Learners (DLLs) (D. Bell) 5
Observing Children Learning from Each Other (J. Stone) 5
The Benefits of Bilingual Resources (J. Stone) 7
Collaborative Continuity for ASL Users (R. Jeffries) 8
Improving Literacy for Non-mainstream English Users PreK–3 (N. Patton-Terry) 9
The Language of Special Needs (P. Tessner) 10
The Benefits of the Resource Room (P. Tessner) 11
“Ta-dah!” Autism & Body Language (P. Tessner) 11
Coping with Auditory Processing Disorder 12
Why Learn About Phonemes & Dialects? (P. Tessner) 13
Multi-touch Handheld Computing Devices (C. Scott) 13
Computer-Assisted Design Drawing (CADD) (M. Anderson) 14
Technologies for Deaf and Hard-of-Hearing Children (R. Jeffries) 14
E-Picture Books (G. Goode and R. Anderson) 14
Lessons Learned from PreK–3 Technology Use (L. Reyes) 15
Figures

Fig. 2.2: Word Up™
Fig. 4.1: Chinese Numerals
Fig. 7.4: Jacob's Story
Fig. 7.5: Satya's Story
Fig. 7.6: Daria's Story
Fig. 7.7: All the Flowers Are Dancing (Theo's Story)
Fig. 8.1: Language Monitor Checklist
Fig. 10.1: Computer and Other Words (& Morphemes) in Chinese
Fig. 11.1: Language Practices Questionnaire

Tables

Table 1.1: Linguistic Subfields & Their Relevance to Early Childhood Education (ECE)
Table 8.1: Language Strategies to Identify & Minimize Special Needs
Table 9.1: The CRUST Model of ELP Standards Alignment

List of Contributors
Teacher’s and Parent’s Voices

Oh the Places They’ll Go! Minimal Pairs and Wordless Picture Books

Show children a picture. Invite them to identify objects (i.e., words). Then phonetically separate and write the words using their actual sounds (i.e., phonetically). Children can propose their own spellings. Use minimal pairs to further explore language. What other words are similar to the word(s) just written? Starting with light, for example, we move to right, night, night—even the mysterious knight. Back we go to the Middle Ages when each of these letters was pronounced. Then further back to Old English and the “ht” construction joined with the Germanic “cht.” Transformations in these sounds abound. Linguists argue the origins—so can your class. As children examine sounds and spellings, the words come to life and, best of all, are remembered. Children can go home and stump their parents (always fun!). They can impress their friends. They’re excited about language and want to learn more. Enter books—in English and other languages—and technology!

Exploring language history is not the only use of minimal pairs, though. Once words are constructed, they can be regrouped—by phoneme. Enter words like “bite” and “lime.” Each of these is derived from the original words, presented in innovative ways. Children begin to see their language for the patterns in spellings. Where do these new forms come from? Have children look them up online or in print sources. Enter the dictionary. Place the word sources on a map. Soon you’re traveling the world—and all from a single page—a picture or endless-word book.

Done enough research? How about a game of hot potato with minimal pairs: one sound out, another in. How are the new words written? Write them (or invite children to) in columns on the board so you can examine their spellings. Move them to the phonetic soundboards that are being built around the class. Take them home and build more of them. Children can create their own Dr. Seuss-type books using these words. What stories can they come up with using these linked phonemes called “words”? They can write individual and even class books. They could create a telephone book where each child writes a sentence in the story using their words. The possibilities are endless and new patterns continue to emerge.

All of these language lessons are born from a single picture. Imagine what a wordless picture book can do! Students are able to stop, to think about and share what they see and hear, and to write it down—in their own words, words they learn because they either already know them or create them, and using these words, they are able to build other words.

—Karen Prengaman

The Equation Math-Language Approach

“I’ve been using the ‘equation’ model for language (i.e., the one proposed in Language Building Blocks). I noticed my students were able to spell words that had to have the y changed to i before adding the suffix but were struggling to read words like “messiest”—not identifying it as messy + est. After a few examples, I was able to reverse the process and give them the word “cloudiest” and have them identify cloudy + est. One student started identifying everything with -est as -iest (e.g., slowiest); but we got that ironed out. The next day we read a passage and they were so proud to be identifying these “long” words within the text. Also, using this with words has helped one of my first graders “see” how the “+” means things become one big piece but the “-” means things get broken into smaller pieces. This language visual has helped him now apply it to numbers with consistency, so it does work! Using it to teach contractions (e.g., aren’t = are + not and o =’), as Anita Pandey advises, works wonders.

—Pat Tessner, Special Education Teacher & Parent

Math Lessons from the Navajo Nation to the Borderlands

Good communication with young children is essential to successful teaching. Teachers must use language that young children understand. As with all competencies, language plays a very important role in learning mathematics PreK-3. Promoting numeracy in young children can be both exciting and challenging. I would like to share two lessons I’ve learned from my work with two projects: a 5-year numeracy project with Head Start children (age 4) in the Navajo Nation and another Head Start project with young Latino
children from the Borderlands (U.S./Mexico). Both taught me how important it is for PreK–3 teachers to understand how language facilitates the learning of math.

First, I have come to understand that young children come to our classrooms ready to learn math. They bring an innate skill called number sense (Shumway, 2011). It’s similar to common sense in that each child has an intrinsic understanding of how to approach concepts, ideas, and problems concerning numbers. In addition, children live in a world of numbers. Young children come to the world with a disposition for discovery that compels them to learn math through their interaction with their environment. At home, they use words like “more” and “no more,” which are important mathematical concepts, and have many other opportunities to practice math. Have you ever observed a child trying to put a square peg in a round hole? If you really think about it in terms of geometry, the child is engaged in a geometry lesson. Observe children playing with blocks, and repeating patterns—essentially an algebra lesson. Teachers play a critical role in supporting math language development in young children. As children discover and learn about math in their daily lives, teachers can help them learn and use aspects of language associated with math concepts. Teachers can help children name their math discoveries. It’s important to remember that teaching math PreK–3 starts by recognizing that young learners bring a strong foundation in mathematics and to the classroom. A place to start can be helping children develop their academic vocabulary to scaffold their math learning.

Second, working with PreK–3 children and mathematics requires that teachers be aware of the intersection between language and math. For example, let’s say that we want to teach children the commutative property of addition, that is, changing the order of numbers does not change the sum (1 + 2 equals the same as 2 + 1). Teachers usually concentrate on math concepts without focusing on variations that children could easily misconstrue. For example, the teacher might use a set of three blocks, one red and two green to demonstrate this concept of math synonyms to the child by placing the red one first and then the two green, then placing the two green and then the red, and explaining or eliciting that it doesn’t matter in which order the blocks are placed; they always add up to three. In addition to teaching an important math concept, the teacher teaches the child the language needed for the child to be able to explain the concept. I have observed that young second language learners sometimes misunderstand words. For instance, a child might interpret “place” to mean “location” when the teacher is using “place” to mean “put.” Suggested guidelines for teaching math to young children include:

1. Ensure that your math curriculum is developmentally appropriate and reflects many cultures and languages.
2. Determine an effective way to assess learning—one that distinguishes between English proficiency and other obstacles to math mastery.
3. Ensure that children recognize the math manipulatives you provide as tools for problem-solving and representing mathematical thinking.
4. Remember that math and language are connected and that every time you teach a math concept, you are teaching young children the necessary language to represent those concepts also.
5. Remember that your primary job is to facilitate (i.e., design challenging problems), and pose questions that teach math and other skills.

—Loui Reyes

References

Why Host a Family Breakfast? A Head Start Teacher’s View

My most memorable experience in Head Start was about 10 years ago. I was working at Head Start as a lead teacher. I had just been promoted to lead teacher and I took over a class that had another teacher for the first half of the year. I was nervous about taking over as a lead teacher. So I began by having a classroom committee meeting with the parents to explain the changes and to introduce myself and my assistant.

Well, the parents were somewhat upset about the changes and about a new teaching team because they were used to the previous team. The parents had many questions and comments and some were a little hostile. I was disappointed that the meeting had not gone better than it had. I wanted to impress my
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room would illustrate the importance of various ways of life; consequently, dual language learners (DLLs) and
children share. By incorporating various foods, music, and dance into the classroom, we introduce students
unique opportunity to celebrate this mix of cultural traditions while emphasizing the common bonds that all
remember the day I awakened with the desire to clean and prepare a whole fish. This harebrained idea came
to me one morning while working in the Republic of Palau as a high school English and ESOL teacher. I had
be living in Airai State, on the island of Babeldaob for about 6 months before I had the courage to attempt
cooking an entire fish. Growing up a vegetarian, I had never been exposed to the processes involved in pre-
paring fish and meats. However, because I was living in one of the most beautiful island countries where the
fish was always fresh, I wanted to learn about and participate in the local culture as much as possible. So that
morning, I walked up the hill to my classroom, downloaded a fish-cleaning guide from the Internet, and asked
my Palauan students where I could purchase whole fresh fish (I had already tried spear-fishing with little suc-
cess). I remember they teased me for my sudden ambition, but they did refer me to a few local markets. To
make a long story short, I ended up preparing the fish. It certainly was not the best I would ever make, but that
day, I felt bonded to the Palauan culture in a way I had not before.
Now that I am settled and living in the United States again, I have come to realize that you do not
need to travel abroad to learn about and experience other foods and cultures. These kinds of learning mo-
ments can take place anywhere, even in the classroom. With the diversity in our schools today, we have the
unique opportunity to celebrate this mix of cultural traditions while emphasizing the common bonds that all
children share. By incorporating various foods, music, and dance into the classroom, we introduce students
to new terminology that is likely to foster in them a desire to explore and learn other languages. Such a class-
room would illustrate the importance of various ways of life; consequently, dual language learners (DLLs) and
speakers of other dialects would feel validated in their native languages and traditions.
It’s essential for teachers and students alike to realize that, in many countries, the consumption of
food is an important, sometimes even spiritual, experience and celebration of community. Many authors have
written about the special powers that foods can have over people. Perhaps the best example of this is Laura
Esquivel’s Como Agua para Chocolate (Like Water for Chocolate), in which foods create intense longings in the
characters. Some languages have terms for the longing we experience for certain foods. One example of such
a word is saudade, a Portuguese term that cannot be directly translated into any other language. The term sug-
gests a deep and perhaps melancholic longing for something that is gone and that may never return. While
many Portuguese speakers use this term in place of the verb “to miss” in English phrases like “I miss you,” its

Taste Your World: Nourishing Language and Lives

It’s a wonderful thing to be a part of another culture. I feel I’m always learning something new. I
remember the day I awakened with the desire to clean and prepare a whole fish. This harebrained idea came
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meaning is deeper than this phrase implies. One may experience saudade for a lost love, for a place one left long ago, or for childhood foods. The term is similar to the English concept of nostalgia. For example, when my husband thinks of his early years in Brazil, he often experiences saudade for the foods of his childhood, foods like sorvete de milho verde (sweet corn ice cream) and canjica (a dish made with hominy and sweetened condensed milk). Many American children would likely relate to feeling saudade for the foods eaten at celebrations such as Thanksgiving, Christmas, or Hanukkah. When we look at food as an experience, when we recognize its ties to cultural celebrations and family mealtimes, we acknowledge that eating is much more than consumption. It’s a practice that draws people together and breaks down barriers.

By incorporating various cultural traditions into classroom activities, we forge in children a respect for other ways of life. By utilizing the numerous resources available to us—through technology and international markets—and with a little bit of creativity, we turn our classrooms into international melting pots where language and culture come together and enrich our understanding of our world.

—Alaina J. Elder-Corrêa

Devaluing & Losing Our Most Valuable Resource

As American Indian languages die, the accumulated wisdom of their cultures dies. At a bilingual education conference in Anchorage, Alaska, in 1996, I picked up a card describing traditional Inupiaq Eskimo values. One side of the card read: "Every Inupiaq is responsible to all other Inupiat for the survival of our cultural spirit, and the values and traditions through which it survives. Through our extended family, we retain, teach, and live our Inupiaq way." The other side read, "With guidance and support from Elders, we must teach our children Inupiaq values." Listed were the values of "knowledge of language, sharing, respect for others, cooperation, respect for elders, love for children, hard work, knowledge of family tree, avoidance of conflict, respect for nature, spirituality, humor, family roles, hunter success, domestic skills, humility, [and] responsibility to tribe." With the loss of these traditional values and the languages through which they were taught, functioning American Indian communities and families are being destroyed, leaving in their wake dysfunctional families and myriad other social problems.

The "glue" holding this country together is not the English language but rather the ideas embodied in the Declaration of Independence, the U.S. Constitution, and other key documents of the democratic experience. Government suppression of minority languages and cultures violates the liberty of American Indian, Latino, and other language minority citizens. Forced conformity is still being imposed on ethnic minorities in the United States through assimilationist, English-only schooling to the detriment of full and equal citizenship.

Although the Bilingual Education Act led to some teaching of non-English languages in schools, Blackfeet language activist Darrell Kipp rightly points out that "bilingual programs are designed to teach English, not your tribal language. We aren't against English, but we want to add our language and give it equal status. . . . Bilingual education typically teaches the language fifteen minutes a day." Fifteen minutes—or even 50 minutes—a day is just not enough time to develop language fluency. Increasingly, Kipp and other indigenous language activists are advocating immersion teaching methodologies that give more classroom time to tribal languages. U.S. Secretary of Education Richard W. Riley, in a speech on March 15, 2000, strongly supported dual-language immersion schools, which allocate about half the school day, rather than 15 minutes, to language learning. Of course, with that much time spent in language learning, academic content is integrated into the lessons so students do not fall behind in mathematics, science, social studies, and other school subjects. While working at Rock Point Community School in Arizona, I found that Navajo students who were immersed in Navajo for half a day in the primary grades not only learned to read and write their Navajo language, they also learned English better than in surrounding schools where only English was taught. It is hard enough to learn to read, write, and understand subjects like math in a language you can speak. It can become an overwhelmingly negative experience to learn these first in a language you are only beginning to understand.

Increased efforts to teach indigenous languages are being made outside of school as well. For example, during the summer of 2000, the Hopi Village of Mishongnovi ran a program that involved local artists from the village working with children 5 to 19 years old. Along with traditional crafts, the program worked to immerse the children in the Hopi language.
The legally enforced aspects of assimilation epitomized in Propositions 203 and 227 are divisive and destructive. Not only do they divide “White” America from minority America; they also create divisions within minorities between those who think that being a “good American” is associated with surface features such as speaking English. Being an American means adhering to the principles of the Declaration of Independence, the Constitution, the United Nations Charter, and other representations of democracy, freedom, and tolerance. These can be lived in any language.

—Jon A. Reyhner

Learning from Dual Language Learners (DLLs)

The DLL that I have helped most has taught me more than I could ever hope to teach her. Her family is from Guatemala, and she lives in a trailer park on the outskirts of town with her mother, aunt, brother, and two sisters. Seidy’s father is in Guatemala. Although she has specific learning disabilities in reading and math, every night she helps her younger siblings complete their homework. No one is able to help Seidy with her homework, but she brings it, completed, to class every day. When I first met Seidy, she was pleasant but introverted. Seidy would sit silently in class, but she rarely raised her hand to contribute to class discussions and always declined to read aloud. It was a struggle to get her to participate, until one afternoon, when I was telling my students about a Spanish class that I was taking at the local community college. I knew that Seidy was bilingual, so I asked her to help me study for an exam. She was delighted to be able to help her teacher!

Seidy helped me to learn vocabulary by first touching objects in the classroom or miming expressions and phrases, then giving me the Spanish terms. She searched for new things to show me. She corrected my pronunciation and even praised me when I did a good job. She was a wonderful teacher. I aced my test, and Seidy was now engaged in the learning process. In the process of teaching me Spanish words and phrases, Seidy showed me both how I had been failing her as a teacher and how she learns best—through concrete, relevant examples. Although the reading materials I had been using with her were on her “reading level,” they were not on her “interest” or “experience” level. Math was worse; Seidy was having a very difficult time at first, and I blamed her struggle on her lack of number sense. After Seidy helped me understand how she learns best, I realized how important language and concrete examples really are for all students, particularly DLLs. I was assuming that she would understand something just by my explanations and therefore would not need the real connections.

Seidy still has difficulty in reading and math, but she has made great progress this year. Recently, our principal commented to me about how much Seidy has bloomed socially. No longer does Seidy sit silently in class. She is eager to participate, and even if she does not have the correct answer, she perseveres until she understands. Thanks to the lessons that Seidy has taught me about how she learns best, as well as the theory I learned, I am able to help Seidy more every day. The concept that resonates most in my head is the truth of language as power. Every day as I write, teach, interact with students, and track their progress, I carry this truth in my heart. Because I view language as power, I am more fervent in my efforts to help all of my students, but particularly Seidy, acquire English. Seidy has high aspirations for herself and works hard to succeed, but she has a lot of forces working against her: language, socioeconomic status, gender, disability. I am not in a position to affect the latter three forces, but I can help her with the first, and in doing so, she may be empowered to overcome the other three and accomplish far more than even she ever dreamed.

—Dorothy Bell

Observing Children Learning from Each Other

I teach in Vanier College’s program in Early Childhood Education (ECE) and am the Lab educator in our Observation Nursery. This past year we had a group of 12 preschoolers from 2- to 4-years old. I was especially excited about two aspects of my curriculum: music and literacy. The environment reflected these aspects most concisely in two areas: the music center and a shelf in the reading area that was designated solely for the books that the children had created. What transpired in these areas often “took my breath away.” I have been supervising ECE students in the field for over 20 years and I don’t remember witnessing children making music and reading their stories in a way that was an integral part of the curriculum. Vanier’s ECE students were
able to view some of this integration from the observation room. I have wanted to share what was happening in my classroom with the wider ECE community. Below are some details and a few anecdotes.

The Music Center
The flip side of the book shelf in the reading area has three selves that have a selection of instruments including a small drum, a *djembe*, a tongue drum (more melodic), and a set of tone bells.

The Reading Area
Aside from the large book shelf (the flip side of which was just described), there is a small shelf dedicated to the books that the children created.

The Books
Over the course of the year, each child created one storybook. The scaffolding I gave depended upon the child. The story ideas, text, and illustrations came solely from the child. I created a space for the story to unfold. I extended the invitation, such as when Daria looked out the window and said, “Judy, look at the big dog!” and I asked, “Would you like to write a story about that dog?” I was usually the scribe, except for some of the older children who wrote some, or all of their words. I was the editor, choosing to leave out some of the “and then.” I did not add words. I sometimes teased out the plot with statements such as “Tell me more about . . . ” or asking, “And then what happened?” (which is why I often edited replies that began with “and then”). I also offered a fresh sheet of paper at a time that I judged to be appropriate. The last page done was the title page.

When the story was complete, I typed up the text for the page opposite each illustration, and then the pages were photocopied, laminated, and spiral bound. The original was returned to the author, much to the delight of their proud families, and a copy was placed on the shelf in the reading area. Sometimes the author and other children would come to the print shop where they would press the buttons on the photocopier and see the shop where their book would be laminated and bound. As soon as a book came back from the print shop I would read it to the whole group, beginning, of course with the title page and “written and illustrated by . . . .”

Some Uses of the Books
During freeplay, children would often spend time in the reading area, alone or with another child, “reading” their own story and other children's books. Children memorized their stories and would read them to their peers, their families, student teachers, visitors, and to me and my co-teacher. At our end-of-year celebration, I read each child's story aloud to the families who were gathered together. Children beamed and parents watched and listened with tears running down their smiling cheeks.

Anecdotes
During freeplay, 3-year-old Madison was in distress. One child went to get a Kleenex and held it out to their friend to dry tears. At the same time, another child hurried to the book shelf and returned with Madison's story, which she offered to her. Madison reached out and took her story with a smile.

Three-year-old Theo read his story to a visitor. He remembered every word. As he “read” he traced the words with his finger.

Jacob sat in the book corner beside his mother who was reading his book aloud. In Jacob's book, he is saving his mother from tall trees that are falling on her. He turns into a super hero. “The trees are falling. I’m flying and I’m saving my Mom. I saved my Mom! I’m holding my Mom’s hand and I love her.” Jacob’s mother has tears streaming down her face as she reads the book.

One morning Adam, who had just turned 3, hugged his Mom good-bye and ran over to Theo, saying, “Let’s make rhythms!” Theo gladly agreed and they went over to the music center to pull out a drum and the tongue drum, where they took turns producing a rhythm and copying their friend’s rhythm.

Another day, they took an illustrated book of *Down By The Bay*, put it on the floor in the music center, and played instruments and sang the song as they turned the pages of the book. A few days later, Adam and Theo were “jamming” together in the music center as they sang the song that Adam had written in his book “Doggies”. The song’s lyrics are “I love doggies. I really love doggies. I love doggies. I know I really, really love doggies! Dum, dum!” Every time Adam's story is read, he gets up and gallops around the room as he loudly sings the song that is on the last page of the storybook. This morning Adam and Theo were singing the doggie song in perfect harmony, keeping the same beat on their instruments.
Their Stories
Here is an example of a story that was written by 3-year-old Satya (see Fig. 7.5).

This was the story that, when I read it during whole group time, the children requested that I reread it three times. At the third request I decided to act it out with the children with Satya playing herself. The other children made the train, and one at a time the children had turns to play “Mummy” or “Daddy” who was falling from the sky into Satya’s waiting arms (I held each child up and held them in Satya’s arms). I find it interesting that Satya chose three different terms for mother; Mummy, Mama, and Mom.

Daria was 3 years and 6 months old when she wrote her story. She had just spotted a very large dog out the window of the nursery. The dog was bigger than Daria. “Judy, look at the big dog!” she exclaimed with excitement in her voice. “Would you like to make a story about the dog?” I inquired. After Daria had drawn the second illustration (see Fig. 7.6), I asked “What else does Jo do with Toby?” “Jo holds Toby” Daria replied. I gave Daria a new piece of paper and asked her to draw Jo holding Toby. Notice how Daria has to solve the problem of how Jo can hold a dog who is much larger than she is. She draws Toby small enough to be held, yet Daria retains Toby’s “bigness” by making him tall.

I read Daria’s story to the children and the same night Sienna, 4 years and 8 months old, asked her father to help her write a story about Toby the dog.

Theo was 3 when he wrote the story “All the Flowers Are Dancing” (see Fig. 7.7).

I am struck by the lyricism of the text. The aspects of the story creation curriculum that stand out for me are:

- The content comes from the children and seems to hold strong significance for them,
- Powerful themes are repeated, especially the child/author as hero/heroine who saves Mummy, Casper the Ghost, or a dandelion,
- Children are clearly influenced by each other’s stories. For example, Satya wrote a tale of saving Mama that was very similar to Jacob’s story (see Figure 7.4), which I had read to the class only a couple weeks before Satya wrote her story. Both saved their mothers by flying and saving them from a disaster. There are similar words and phrasing. Even the illustrations on the last pages of each book are very similar.
- The “published” books became an integral part of each day. During freeplay children would go into the reading area on their own or with one or more children to look at the books. This independent interaction with the stories would be what Pandey (2010, p. 15) terms “autonomous language/literacy enhancement.” After snack, children would gather on the large carpet (not the reading area) and look at books on their own before whole-group time. I had a large bucket of books that I would put in the center of the carpet. I would take some of those books out and arrange them for the children to easily see. They were books of interest to the children, and yet, each day some children would walk over to the reading area (which was out of direct sight) and select their own book (and sometimes someone else’s book) to bring over to the group gathered on the carpet. Then they would sit down and look at the book on their own or with a friend,
- The children understood that published books had authors and illustrators, and that print had meaning, as when Theo would read his book to someone and run his finger along the printed words as he spoke aloud the text he had memorized.

— Judy Stone

The Benefits of Bilingual Resources

One of the main mediums of communication for my preschoolers (with so many different languages) is music. They jam together and find communion. I am finding ways to mine the wealth of cultures. Each week, a different parent reads Goodnight Moon in their mother tongue. So far, we’ve heard it in French, Punjabi, and Romanian. When David’s mother read in Romanian, he echoed each word she said. Kiara, who only speaks Spanish, came to life when I played the Spanish CD that her Mom brought in.

— Judy Stone
Collaborative Continuity for American Sign Language (ASL) Users

Collaborative Continuity (CollC), peer and intergenerational collaboration in multiple environments, is an approach proposed in The Child Language Teacher (Pandey, 2010). CollC emphasizes school-home-community partnership, and continued collaboration, and could enable deaf and hard-of-hearing (HH) children to learn English successfully.

To understand this better, it is necessary to step back a bit and understand the educational context within which deaf and HH children operate. Deaf and HH children have been persistently failing readers. Numerous studies over the past decades show how they have continued to read below 4th grade reading level (Gallaudet University Research, 1996). Research shows that roughly 90% of deaf and HH children are born to hearing parents (National Deaf Children’s Society, 2011), yet very few of these parents learn American Sign Language (ASL) and communicate with their deaf and HH children at an early age. The result is that only a few of these children acquire the language base they need to acquire English by the time they enroll in school. Two critical assumptions are noteworthy: deaf and HH children need to acquire ASL in order to have a strong language base, and it is hard for them to acquire English at early age.

While research does not prove that it is necessary for deaf and hard of hearing children to acquire ASL in order to build a language base for English or subsequent languages, one must have access to language in order to build a language base. This depends on whether language is readily available and understandable or not. For the majority of the deaf and HH, ASL is more accessible. ASL presents them with a shorter route to English.

To facilitate child language development, it is necessary to understand two underlying facts: that “children acquire language through a subconscious process” and that language learning is facilitated by “direct instruction in the rules of language” (Haynes, 2005, p. 6). For deaf and HH children to acquire English, several things must happen. One obstacle to successful acquisition of ASL would be whether children have sufficient language input (Mahshie, 1997). They must also possess sufficient hearing to process sounds into meaningful letters and words. They must also have sufficient communication skills to speak, sound back (i.e., repeat/replay), and discriminate between the sounds. In short, deaf and HH children can begin to acquire English only if they possess basic hearing skills, and discriminative listening skills.

Some have suggested that it is not wholly possible for a deaf or HH child to acquire English and this is unsubstantiated. Several things must happen: the language, must be accessible to the child; the child must be able to develop language naturally—through interaction with language users such as parents, peers, and/or young adults (Pandey, 2010); and the child must be able to use it to communicate with others, as well to develop English language authentically.

Deaf and HH children have traditionally presented an unusual enigma because they do not speak the languages of their mothers in the most natural sense. For this reason, it has been a challenge to educate deaf and HH children who have hearing parents.

CollC can bridge both parties and grant them greater access to both languages. Young children could serve as language facilitators, helping parents learn ASL and, at the same time, parents, being more familiar with English, could serve as children’s English language facilitators. CollC creates an environment where both languages can be exchanged, optimizing language development for all.

—Richard Jeffries

References
Improving Literacy for Non-mainstream English Users PreK–3

It remains unclear how to best utilize young children’s spoken non-mainstream American English (NMAE) in formal literacy instruction. On the one hand, a growing body of research studies indicates that there is a significant relationship between the NMAE forms children produce in school and their reading and writing achievement (Charity, Scarborough, & Griffin, 2004; Connor & Craig, 2006; Craig et al., 2009; Craig & Washington, 2004; Terry, 2006; Terry & Connor, 2010; Terry, Connor, Thomas-Tate, & Love, 2010). Most recently, Terry and colleagues (in press) found that children who changed from producing more to fewer NMAE forms during the 1st grade year had better reading achievement scores at the end of 1st and 2nd grades than children who did not change their NMAE production.

However, there are not a lot of research studies with young children that clearly indicate whether dialect-informed instructional practices will improve children’s literacy achievement or prevent reading and writing difficulties in school. Most studies have included older children in 5th–12th grades (see Siegel, 1999; Siegel, 2007 for a review) or have not been designed in a way that informs best practice PreK–3. One promising example is Fogel and Ehri’s (2000) study with 3rd- and 4th-graders who spoke AAE. They found that children improved their ability to use Standard English syntactic forms like the past tense inflection while writing once they had received explicit instruction in how to do so. Rebecca Wheeler and Rachel Swords (2010) have also provided code-switching lessons specifically designed to help upper elementary grade students switch between NMAE and Standard English forms in writing. While encouraging, it’s still not clear if instruction on an isolated skill (like teaching students to use Standard English syntax in writing) will generalize to improved overall literacy achievement.

It’s even less clear how to approach this kind of instruction with children who do not have proficient writing skills. However, Terry and Scarborough (2011) have proposed a new theoretical approach that may provide some insight. Generally, their research findings indicate that preschoolers and kindergarteners who speak NMAE have knowledge of mainstream American English (MAE) forms, which suggests that young children may be bidialectal when they enter school. Therefore, young children may not experience as much of a mismatch between their speech patterns and the text they are learning to read and write as previously thought. When this is the case with NMAE-speaking children, then instruction focused on improving their awareness, and flexible use of language may be beneficial. In other words, teaching children to intentionally manipulate, play with, and change their language use may improve their literacy outcomes. Importantly for young children, this kind of instruction can happen without requiring students to write. Moreover, during this kind of instruction, teachers may not need to draw children’s attention to differences between NMAE and MAE. Rather, best practices in language instruction, such as phonological awareness, vocabulary, shared book reading, and dialogic reading should result in strong literacy achievement for children who speak NMAE dialects.

Interestingly, this kind of instruction is recommended in PreK–3 classrooms for all children because it has been shown to improve reading and writing achievement for all children (see the reports of the National Reading Panel, 2000; National Early Literacy Panel, 2009). Also note that this kind of instruction is quite different than what may be necessary for older children, who may be struggling with literacy skills. However, with young children, teachers may have the opportunity to take whatever linguistic funds of knowledge children bring to school and use them to demonstrate how language works, how it can be modified, and how it can be used to learn how to read and write. As more and more research studies consider these possibilities, we will certainly be better equipped to answer questions about how to best address dialect differences PreK–3.

—Nicole Patton-Terry

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### The Language of Special Needs

Teaching students in special education has led me to a greater appreciation of language. Many of my students have receptive and/or expressive language deficits. All these students need explicit instruction in some form, whether it be academic, behavioral, or social instruction. Before I can explicitly teach, I have to first carefully observe and listen. I need to know their language, the sounds and words they use and how they use them. I have noticed that when I first begin working with students and ask them to explain their answer, they have a tendency to erase or start over with the task. They assume they are wrong. I can’t say for sure, but it does make me wonder if the only time they have been asked to explain themselves is when they are wrong. There is a time to ask and assess in order to determine where misconceptions lie, particularly when a student is making the same mistake repeatedly. Incorrect math calculations would be an example of this. Requiring explanations of students has been shown to promote skills transfer to new contexts or “problems” (Chi et al., 1989; Siegler, 2002). I believe explanation must also be elicited when responses are correct. Using oral along with written language skills to explain helps them to reinforce the skill(s) they are learning, among others (e.g., organizational skills). Talking it out cements the concepts in their minds. Only talking about a concept when students are wrong could lead to further confusion. This is also my chance to learn their language. I now often say, “Tell me how to do that!” or “Share with me how you did that so I can teach my other students.” This gives them the opportunity to use the vocabulary they are learning and allows me to paraphrase what they are telling me, using vocabulary they have not yet mastered.

Math, in particular, is a subject that is chock full of vocabulary that must be applied and not just memorized. It has been my observation that too often, math is a pencil-and-paper task. Math is a language with specific terms and symbols. It needs to be spoken and written in order to explain the logic, and not be reduced to a memorized algorithm. Research has shown students with special needs have demonstrated improved performance through language or word-problem instruction (Xin & Jitendra, 1999).

Becoming a special education teacher in Alabama, the home of Helen Keller, has given me a greater appreciation of her story. Annie Sullivan, Helen’s teacher, is an example to all teachers. We cannot expect our
students to meet us where we are with our agenda. We need to provide accommodations and supports for our students to allow them access to the curriculum. We must understand their language so that we may join them on their path and walk together towards an understanding of not only the general curriculum but also the unwritten rules and expectations of society. Language should not be a barrier, but, rather, the tool for us to meet the needs of all students.

—Pat Tessner

References


The Benefits of the Resource Room

My students spend the majority of time in an inclusive setting. But I also see the advantages of coming to the Resource Room for students who have expressive difficulties. For a variety of reasons, some of my students are reluctant to speak in large groups and sometimes even in small groups in front of their peers. The Resource Room offers them a quiet environment with others who are also struggling. They each get an opportunity to lead and teach others. This further develops their language. My goal is to build that confidence, helping them to recognize that they do have valuable things to share. Collaborating with the general education teachers to find ways to make the classroom a comfortable place to share for these students is essential and it means understanding the language skills and needs of each student.

—Pat Tessner

“Ta-dah!” Autism & Body Language

Some of my students have autism and take me very literally. One, whom I will call Anthony, became quite upset during small group. I was observing each student perform a skill and giving feedback. When it was Anthony’s turn, he beamed with pride when I told him, “You’ve got it!” As I went to the next student, he began scanning the table and searching for something. When I said “You’ve got it!” to the next student, Anthony began to cry, saying, “But I never got it!” He was looking for “it”, a tangible thing. I explained to him that “it” was the answer; he had gotten “the answer.” This was little consolation to him as “it” was clearly not what he was expecting. A few days later, I observed him building a puzzle. When he was complete, he said, “Ta-dah!” Now when he solves a problem, I say “Ta-dah!” and we both celebrate his success and accomplishment.

I have many students who speak very little, so I need to also be aware of their body language. I need to be able to read their anxiety and know when to back up a step and when to press on. Having knowledge of linguistics helps me to recognize the source of my student’s confusion and how to most effectively promote understanding. Some of my students struggle with vocabulary, particularly words with multiple meanings and homophones. Some students are very concrete in their thinking and have difficulty with words such as prepositions that cannot be shown; they need to be given the opportunity to use these words repeatedly in the correct context. One of my students is well above grade level in reading fluency and has such a rich vocabulary, it is easy to assume he has a high level of comprehension; however his difficulty with pronouns causes him to confuse characters and their actions within a story, which results in a breakdown of his understanding. In this case, the skill of connecting the pronouns with the characters needs to be explicitly taught and reinforced with each narrative text he reads.

—Pat Tessner
Coping with Auditory Processing Disorder

Becky has had issues with both her fine motor and gross motor skills. Her handwriting has improved markedly. However, she continues to mix up the letters ‘p,’ ‘q,’ ‘b,’ and ‘d’ (markers for Dyslexia possibly). Her artwork is much better. She takes more time to stay within the lines and is more precise with her strokes and colors. Many things could contribute to this sensory modulation: poor balance and control-grapho-motor delays. Midline crossing equals trouble using both sides of her body (i.e., hands) as a team. Strabismus “wandering eye” caused her to have poor vision and trouble with seeing words. This problem has been corrected by a new prescription for glasses.

She has a new reading tutor and now focuses on learning “word families” rather than strictly phonics (e.g., the “at” family = *bat, cat, hat,* etc.). This has improved her perception. Rather than having to sound out the c-a-t, she sees the “at” and places a c/k sound in front. When she sounds out words, she sounds out the first letter, then the second, and by the time she gets to the third, she has forgotten the first sound and has to begin again. She often forgets the end sound and keeps going round and round. Also, flashcards of one single word work better for her. She is starting to read three-word sentences now. She could not do this before. Too many words on a page overwhelm her. Even though she has had speech therapists that used specialized reading programs designed for persons with Auditory Processing Disorder, she did not learn to read with those therapies.

Being in a smaller environment has helped her receive one-on-one attention. She now encounters less distraction and less anxiety in a more manageable classroom setting. She is also realizing more independence by working at her own speed. I also believe that she understands that she and her fellow classmates learn differently and now struggles less to maintain the façade that she does with her “mainstream” contemporaries.

Why Learn About Phonemes & Dialects?

The first experience I recall with phonemes and dialects occurred with my oldest son when he was 5. We were reading a word with the short /i/ sound. He pronounced it long /e/. His argument was that it was pronounced /ee/ like in “eegloo.” There was no convincing him that it was “igloo” because his teacher said “eegloo.” I also recall taking my son for speech therapy as he had difficulty with his /r/ and /l/ sounds saying “w.” His spelling reflected this as he spelled “rabbit” as “wabbit.” I recall a conversation when he was in 2nd grade and he came home crying. He said the other students were making fun of him. This was the one and only time I recall him ever being concerned about being teased or made fun of. He told me all the kids called him Andrew “Wattnuh” and it wasn’t “Wattnuh,” it was Tessner. Our family name is Tessner. I realized that the other students were merely repeating what he told them, and he was not hearing the difference between the ‘l’ and the ‘w’ when he spoke. It was the “wabbit” and the “Wattnuh” that convinced me to start him in speech therapy. A student intern evaluated him at the end of the term one year and noted that he had an unusual way of saying the “ou” sound, saying “oo” (e.g., oot and aboot, instead of out and about). Of course, being Canadian I laughed and said that if they changed that I may have to ask for a refund! This was all before I went back to school to become a teacher, but it has given me a greater appreciation for the struggles my students’ have with articulation.

I actually think that Andrew was not aware that any of his /l/ sounds came out sounding as /w/. I think he was convinced he was saying and had been saying “’Tessner” all along. It reminds me of when I first got glasses, I had no idea my vision was poor because that was “normal” for me. It was only when I could see the stars with glasses that I realized I had a “deficit.” When Andrew identified a miscommunication between his friends and him, he then realized there was a problem. In hindsight, I wonder if he was upset because he thought he was being made fun of (he had never been concerned about name calling or being teased before) or if it was the realization that he had a “deficit” that he felt was out of his control.

I have a few students who do not use plurals and are not aware of it unless it is brought to their attention, just like Andrew was not aware he was saying “Wattnuh.”

Linguistics became of great interest to me when I attended an in-service on multisensory language. It addressed in particular students with dyslexia. I connected what they were saying to students I taught, realizing I needed to know more about this! I purchased a book *Multisensory Teaching and Basic Language Skills* to which they referred. Some of the theory I learned in college is repeated in it and now that I have experience, it is making a lot more sense. But it goes much deeper and as I have students with whom I can relate the theory, I am finding it quite fascinating as it explains a lot of things with which my students struggle, such as...
the examples with my son. It also helps me find ways to explicitly teach things like derivatives, plurals, and other grammar rules that confuse my students.

—Pat Tessner

Multi-touch Handheld Computing Devices

The use of small portable devices in the classroom has been gaining popularity among both students and teachers. Apple has created an extremely popular class of multi-touch handheld computing devices, the iPod Touch and iPad. Besides being the top-selling gadgets of all times (McDougall, 2010), and the most sensational “must have” technology in the eyes of many, the iPad and iPod Touch have many intriguing applications in the classroom. Replacing textbooks and providing alternate ways of learning and interacting appear to be the most attractive ways to use this technology. Of particular interest is the natural way in which children use these devices for multiple tasks. A connection between standards and deployment is discussed, as well as applications to PreK–3.

The National Educational Technology Standards (cnets.iste.org) is a set of guidelines to examine the effectiveness of new technology. They are as follows:

1. use of real-time assessments: feedback to student and means for “just-in-time” instructional steering
2. access to existing databases to help teachers, advisors and administrators make day-to-day decisions
3. instructional adjustments to suit learner differences
4. learner-centeredness, self-directed learning
5. ubiquitous access, suggesting both wireless and mobile.

The meaningful application of any new technology, such as the iPad and iPod, can be assessed using these standards, especially if a technology may have under-researched educational impact. Apple devices align themselves well to these standards, given their portability and constant connectivity. Married with cloud-based systems they allow students to work from the classroom or at home without the overhead of storing (and possibly losing) their work locally on a device.

With the astounding growth of the eBook market and prevalence of sustainable products demanded by eco-intelligent consumers, paper-based books are becoming a thing of the past. Their weight and cost being supplanted by electronic media that includes video, audio, 3D, and rapid search enhancements. Students are able to carry all of their books in one thin computer at a cost that is much lower than paperback editions. Research shows that many of these features build upon the learning process positively. The cognitive theory of multimedia learning demonstrates that learners are better able to transfer their learning given multimodal instruction (Mayer, 2001). Students learn better given multimedia with animation and narration than from text-based materials. A plethora of e-books are available through publishers. Many have a significant advantage in illustrating and providing interaction with younger readers. Currently, there are over 124 interactive books written specifically for the iPad from such publishers as Random House, Disney, RH Children’s Books, and Aladdin, to name a few.

Providing applications that are useful and relevant to the curriculum is paramount to a well-aligned approach in using technology properly. There are a myriad of well written apps for the iPad and iPod Touch. A good web site for selecting applications for both classroom and home schooling can be accessed at http://www.iear.org/iear/category/early-elementary.

Recommended iPad/iPod Touch activities for the first few years follow:

1. Select and assign reading group stories from children’s e-books. Have the reading groups read the books together and then have them report back to the class.
2. Select movies, podcasts, and other topics for children to explore, and invite them to share their findings.
3. Assign drawing and painting tasks for children to work on in class and share with others using projectors and e-mail.
4. Teach children presentation skills using a whiteboard, and let them discuss problems and questions by highlighting text and projecting their drawings for the whole class to see using Keynote or other applications (apps).
5. Collaborate with children (outside class) by using instant messaging and audio/video conferencing.
6. Use assistive technology to support children with disabilities.
7. Have children explore new iPad apps and critique them.
8. Bring the iPads and iPod Touch on field (and family) trips, and invite children to use them to calculate cost (per mile, pumpkin, etc.), take notes, photograph, sketch and message each other about their experiences.
9. Learn American Sign Language using iSign3D or other languages by recording speech or accessing e-dictionaries and translators
10. Initiate language e-groups; interact (via e-mail, discussion boards, and IM) with children fluent in other languages
11. Explore concepts in math, science, physical education, and language arts, through the many apps available.

—Craig Scott

References

Computer-Assisted Design Drawing (CADD)

One of the best free applications for technology and education is Google Sketch Up. This CADD program allows children to explore the world of design and drafting with limitless possibilities. Creating their own houses, cars, and even towns, students can mirror their own experiences and construct meaningful knowledge using math and language. Bubblus.com allows for the organization of information hierarchically. Crayon Physics has a highly engaging digital environment that brings the world of physics to children's levels. These applications are ideal for math, language and science instruction for ages 3 to 8.

—Matthew Anderson

Technologies for Deaf and Hard-of-Hearing Children

Technology, ranging from the Smart Board to interactive books to reading tablets has supported reading instruction for deaf and hard-of-hearing (D/HH) children. Clerc Center participated in a project a few years ago with the Center for Applied Special Technology focusing on interactive books. The project involved reading a book on the computer with an avatar showing signs for each word and sentence. The project was similar to listening books where students could click on words and hear an audio version of the word. Similarly, each word would reveal the sign to help D/HH students connect ASL to English words. The project was very successful but abandoned because the feasibility study suggested that the cost to develop materials would outweigh the benefits.

Several schools use reading tablets to support reading instruction, including highlighting unfamiliar words. For many auditory-learning students, iPods have been incorporated in reading instruction. The students listen to audiobooks while reading the same book. D/HH children are naturally visual learners and if teachers use the Smart Board and highlight unfamiliar words, using bright colors or putting up pictures on the board to show what each unfamiliar word may mean, these children can learn to read—and have fun!

—Richard Jeffries

E-Picture Books

Remember back in the day when many of us had only one computer in the classroom? Over time, we have graduated to computer labs or multiple (PC) stations in the classroom. Teachers can now use technology to teach students more about language and specific skills.

For instance, teachers have used e-picture books to enhance students’ learning of both oral and written language. Creating their own picture books allows children to explore the language of different content
areas and the language involved with different skills, such as problem-solving. Designing lessons in which students demo their knowledge of both content and language in authentic texts is both motivating and engaging.

Start by creating PowerPoint slides using students’ artwork and words. This is simple: Students write a story and draw pictures, take digital pictures (as could teachers and parents), and use these to tell stories.

As teachers become more adept with technology, we find more tech tools to help students learn oral and written language. These include online cartoons. One student who was autistic and a struggling reader absolutely loved Pokémon, a Japanese cartoon featuring lovable creatures. The technology aided him in creating his own Pokémon stories, as well as telling them in his own voice.

One site many students like is www.storybird.com, which provides artwork for picture books. For teachers, a fun part about the technology is students usually figure out how to use it faster than we do, so they continually show us new things they can do. Often, children become the teachers and the learning experience is a shared one.

Technology tools help students learn how to use the language of different genres and content areas and learn to read. With digital publishing, for example, children’s work is available for students and peers to view repeatedly. Students could reread their own published books (or peers’) during reading time.

An additional benefit to creating e-books is the opportunity to have students record audio for their books. This is especially helpful for struggling readers and DLLs because they can listen to the audio of each class-published book as they read. An added bonus is students can share these books with their families, affording a shared language experience.

Students are generally proud of what they produce. Struggling readers and DLLs know that they have contributed to the classroom when other students read and listen to their stories.

Technology also helps us learn (more) about linguistics. We can improve our teaching by incorporating linguistic principles. For instance, allowing students to explore language as they use it to create their own stories creates an environment in which students acquire language naturally (i.e., functionally) instead of simply learning about it and learning just the language teachers use. Designing picture books helps children construct meaning when reading and writing. This is another example of a linguistic principle at work. Linguistics helps us understand why we as teachers should place the emphasis in writing on the message instead of focusing on correctness. In the end, creating picture books is even more instructive for students when teachers strategically integrate linguistic principles during this and other activities.

—Gretchen Goode and Rebecca Anderson

Lessons Learned from PreK–3 Technology Use

The National Association for the Education of Young Children has consistently advocated technology use with young children (NAEYC, 1998). The International Society for Technology Education has developed developmentally appropriate technology standards aimed at promoting technology literacy in young children. In addition, we now have two decades of research pointing to the benefits of technology use with and by young children (Clements & Sarama, 2005; 2003a; 2003b). What does all this mean to the early childhood educator? Four lessons I have learned from my technology-mediated work with PreK–3 children are outlined below:

1. Ensure that the focus and learning objectives are clear to children, including DLLs. Make certain the lesson’s learning objectives are understood and met. Young children sometimes find themselves learning about the technology being used rather than the desired content (e.g., math, science, social studies, and reading). For example, young DLLs who have limited English proficiency might not understand the teacher’s instructions. Consequently, they might concentrate on the technology and not focus on the target content learning. Ask yourself, Are the children grasping the targeted content and skills being taught or are they simply being wowed by the technology? You can answer this question by using assessments that will enable you to gauge learning. This could take the form of questions that prompt children to share their thoughts as they are working on the task at hand. When a child says, “I don’t know how to paste my picture in the right spot,” student talk mirrors what they know, what they are thinking, how they came to know, and what teaching strategies would be most effective in helping them learn what you want them to learn and more.
2. First teach children how to use the technology. Provide clear instructions. This is because PreK–3 learning can be scaffolded when the tech activities selected are at the right level and the right type. For example, when teaching keyboarding to Kindergartners, keep in mind that when you say “space” (e.g., after each word), that they know exactly what you mean. In addition, keep in mind child development principles when selecting tech activities. For example, when providing instruction on keyboarding to Kindergartners, remember that they are still developing fine motor skills. Not all 5-year-olds use their fingers like older children and adults. Most can however use their thumbs for the space bar, which aligns their hands in the right area for the natural progression of keyboarding skills. Therefore, one must select tech activities that are developmentally appropriate. For example, important keyboarding skills for Kindergartners include drag and drop, using the scroll bar to move down or up a page, etc. A free keyboarding website that provides developmentally appropriate games for children interested in building keyboarding skills is http://www.learninggamesforkids.com/keyboarding_games.html.

3. Children need ample time to interact with technology before they can use it for the purposes intended (e.g., to learn weather words). Keep in mind that the computer skills that young children need are the same skills older children need. While not all PreK–3 children use the correct fingers in keyboarding because their fine motor skills vary, they can learn where the letters are on the keyboard. With time, children learn the words “file,” “save,” and “print,” long with many other aspects of word processing. A teaching strategy that might help young children use computers easily is to include computer words on the word wall. Integration of new technology in learning has many intended and non-intended outcomes. In order to capture all these effects, a broader concept of learning is required. Technology literacy today is a new domain. Teachers must accept that young children have a long way to go developmentally before becoming technology-literate. Most young children come to computers knowing the words “shift,” “enter,” “delete,” and “caps lock.” With time, they learn many other functions. Allow children’s learning needs to determine how much time to allocate to your technology lessons.

4. Like most of us, children learn best when technology integration is relevant to their lives. Designing technology learning activities that are relevant to children’s lives optimizes language and technology literacy and minimizes obstacles to content learning. For example, suppose that the targeted technology skill is familiarity with Microsoft Word for (free) writing. The teacher decides to have the children make an open/closed for business sign for restaurants. To make this learning activity relevant to children’s lives, the teacher may ask them to make a sign using word perfect landscape and the choice of their font for a local restaurant. At first this technology activity might sound simplistic; however teachers have to keep in mind that there are parallel learning objectives, one learning the language arts lesson of making an open/closed for business sign and two, learning about the skills of using Microsoft Word functions. When young children work with the familiar, it becomes easier for them to learn—and create—new concepts (words and/or ideas) in addition to mastering technology knowledge and skills.

I have used these lessons to guide me in planning PreK–3 tech-mediated instruction. I start my lesson planning by having a clear understanding of the purpose of the lesson: Am I teaching children how to use technology, or am I teaching children content area knowledge and skills using technology, or both? By being clear on the learning objective, I then use this to guide me in designing activities that meet the desired objective(s). As I develop activities, I ensure that they are relevant to children’s lives and ask myself how I will be communicating with my children throughout the lesson and at the end. Knowing that more time is needed for technology literacy, I plan for a longer slot than allotted by most school districts curriculums. I do this by looking at the overall curriculum schedule, allotted times for content areas, making an informed judgments as to what areas of the content curriculum time allotments I can shorten (due to the fact that children’s content required skills and knowledge are at or near target), and then reprogram that time saved into my technology literacy lessons. Also, I have learned how to integrate content learning into technology literacy. This serves to meet both content area and technology literacy targeted learning objectives, making time issues more manageable.

Working with young children and technology can be challenging. Teachers need a thorough understanding of how language figures in with technology. A thorough grounding in language and technology would enhance teachers’ instruction over all. In particular, it improves the teaching of technology literacy when
working with English language learners. As teachers of young children, we must embrace these challenges and make learning about young children's reactions to specific technologies a professional development goal.

—Loui Reyes

References


Figures and Tables

Figure 2.2. Word Up™

Figure 4.1. Chinese Numerals
Figure 7.4. Jacob’s Story

Jacob’s Story

Title Page

Page 1

Page 2

Page 3
Figure 7.5. Satya’s Story

Figure 7.6. Daria’s Story
Figure 7.7. All the Flowers Are Dancing (Theo’s Story)

There’s a seed under the earth. It grows bigger from all around

It grows up, up, up.

It grows bigger
Like a flower
All around

From all around
The water started dancing all around.
The water is inside the mud.

Then the purple flower pops,
And there’s something inside.
Pianos are inside the flower,
And there’s violins in the pink flower!
The green one popped, and there’s flutes in it.
The orange flower popped and there’s and instrument inside.
It looks like a harpsichord!

Then all the flowers started dancing.
Figure 8.1. Language Monitor Checklist

Circle or mark an ‘X’ for all that apply.

Location: e.g., playground

Time of Day: morning afternoon evening

Participants: age, gender, relationship (e.g., family, friends)

Medium (phone, face-to-face, electronic, mixed):

Sounds

List any sounds the child appears to have trouble hearing _______

How determined __________________________

List any sounds (s)he appears to have trouble saying:

Examples:

List any sounds (s)he appears to have trouble writing:

Examples:

Identify any incorrect word stress, intonation, or punctuation observed:

Words

List any words/idioms she has trouble hearing/reading/understanding/writing:

How determined (e.g., delayed response, hesitation, incorrect response, etc.)________________________

________________

Does the child respond appropriately?

____Y ____N ____ Most of the time ____Often ____Sometimes

Sentences

List phrases, clauses, or sentences she has trouble understanding/saying/reading/writing

How determined (i.e., takes ___ minutes, hesitates, paraphrases incorrectly, etc.)

Discourse/Pragmatics

Does the child observe (cultural) eye contact rules when conversing?

____Y ____N ____ Most of the time ____Often ____Sometimes

Does the child respond to direct questions and/or requests? (e.g. Could you . . . ?)

____Y ____N ____ Most of the time ____Often ____Sometimes

Does the child respond to indirect questions and/or requests (e.g., I’d like you to . . . ; Must you leave the door open?):

____Y ____N ____ Most of the time ____Often ____Sometimes

Does the child self-select any turns (i.e., initiate exchange):

____Y ____N ____ Most of the time ____Often ____Sometimes

Does the child observe culturally acceptable turn-taking rules?

____Y ____N ____ Most of the time ____Often ____Sometimes

Does she observe politeness practices (i.e., share, nonverbally express compassion and/or or say “oh no!” “thank you,” “you’re welcome” and “sorry” when appropriate)?

____Y ____N ____ Most of the time ____Often ____Sometimes
Does she open (i.e., salute) appropriately?
___Y___N___ Most of the time ___Often ___Sometimes

Does she engage appropriately (i.e., use discourse markers like “um hum,” yes, nod, smile, etc. to indicate following)?
___Y___N___ Most of the time ___Often ___Sometimes

Does she close (i.e., leave take) appropriately?
___Y___N___ Most of the time ___Often ___Sometimes

Does the child observe (cultural) organizational rules when writing (e.g., main idea, details, summary)?
___Y___N___ Most of the time ___Often ___Sometimes

Does the child have an easier time reading and/or writing lower case?
___Y___N___ Most of the time ___Often ___Sometimes

Record additional observations and recommendations below:
Figure 10.1. Computer and Other Words (& Morphemes) in Chinese

- girl, horse, house/home, cow, milk, dog, mom, dad, family, grass, cat, sugar, fruit, H₂O, fruit(s), candy, vegetable(s), cat, meat, brain, big brother, electric, computer

- 貓 糖果 水果 蔬菜
- 語言 肉 電腦 大哥

- 謝謝 大姐

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- 謝謝 大姐
Figure 11.1. Language Practices Questionnaire

1. Languages you speak: ______________________
2. Dialects you understand: __________________
3. Do you keep a journal?
   ☐ Yes ☐ No
4. If so, how often do you write in it?
   Daily Once a week At least 3x a week Once a month less than once a month
5. Would you like to keep a journal?
   ☐ Yes ☐ No
6. What kinds of international children's literature are you familiar with?
7. Which international movies would you recommend for use in PreK–3 classrooms or homes, and why?
8. What was the last book you read? ______________________
9. When? ______________________
10. Did it have an impact on your teaching?
    ☐ Yes ☐ No
11. How often do you read and what do you read? _________
12. On average, how many minutes or hours of TV do you view per day? ____________________________
13. Which TV shows would you recommend PreK–3 & why? __________________________
14. Do you have reliable Internet access at home?
    ☐ Yes ☐ No
15. Do you have an e-mail account?
    ☐ Yes ☐ No
16. How often do you check your e-mail?
    At least once a day Over 4 times a day At least once a week at least once a month
    No set pattern
17. What kinds of technology do you use in class?
18. What technologies would you recommend for children's out-of-class use, and why?
### Table 1.1. Linguistic Subfields & Their Relevance to ECE

<table>
<thead>
<tr>
<th>Linguistic Area</th>
<th>Subfields</th>
<th>Relevance to ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonology (focus on sounds)</td>
<td></td>
<td>- handy pronunciation guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- spelling &amp; reading aide (see Chapters 2 &amp; 9)</td>
</tr>
<tr>
<td>Morphology/Semantics</td>
<td></td>
<td>- word formation guide/architectural map</td>
</tr>
<tr>
<td>(focus on word structure &amp; meaning)</td>
<td></td>
<td>- handy math practice tool (see Chapter 4)</td>
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<tr>
<td></td>
<td></td>
<td>- science (content language) tool</td>
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<td></td>
<td></td>
<td>- meaning (parts) instructor</td>
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<tr>
<td>Syntax (focus on sentences/grammar)</td>
<td></td>
<td>- word function and sentence formation guide</td>
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<td></td>
<td></td>
<td>- grammar guide</td>
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<tr>
<td>Historical linguistics (focus on</td>
<td></td>
<td>- easier/more meaningful vocabulary acquisition</td>
</tr>
<tr>
<td>language history and change)</td>
<td></td>
<td>- knowledge of language families/relatedness (+ culture and geography)</td>
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<td></td>
<td></td>
<td>- variable writing systems</td>
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<td></td>
<td></td>
<td>- source languages/loan words in English &amp; other languages</td>
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<tr>
<td></td>
<td></td>
<td>- guide to pronunciation, meaning, and other lang. change(s)</td>
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<td></td>
<td></td>
<td>- history of spelling</td>
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<tr>
<td></td>
<td></td>
<td>- guide to spelling in English vs. phonetic languages</td>
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<tr>
<td><strong>Applied</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociolinguistics (language in use:</td>
<td></td>
<td>- home/primary language &amp; literacy identification (see Chapter 5)</td>
</tr>
<tr>
<td>e.g., slang or peer language, language</td>
<td></td>
<td>- language variation (dialects, sign lang.) and bias detector</td>
</tr>
<tr>
<td>attitudes, bias, language contact</td>
<td></td>
<td>- heritage language attrition and loss identification</td>
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<tr>
<td>phenomena)</td>
<td></td>
<td>- home language advancement enabler</td>
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<tr>
<td></td>
<td></td>
<td>- accent/language/dialect detector</td>
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<td></td>
<td></td>
<td>- social relationships identification (via language strategies like code-mixing,</td>
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<td></td>
<td></td>
<td>accent/language accommodation)</td>
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<td></td>
<td></td>
<td>- group language &amp; variables identification (age, culture, gender, power)</td>
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<tr>
<td></td>
<td></td>
<td>- language-literacy enhancement strategies and research tools &amp; techniques</td>
</tr>
<tr>
<td>Psycholinguistics/Language acquisition</td>
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<tr>
<td>&amp; learning</td>
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</tr>
<tr>
<td>Computational linguistics</td>
<td></td>
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</tr>
<tr>
<td>Discourse analysis</td>
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<tr>
<td></td>
<td></td>
<td>See Chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culturally appropriate speech and writing content sequencing guide and power</td>
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<tr>
<td></td>
<td></td>
<td>dynamics monitor (see Chapter 12)</td>
</tr>
</tbody>
</table>
Table 8.1. Language Strategies to Identify & Minimize Special Needs

<table>
<thead>
<tr>
<th>Impacted Language Area</th>
<th>Recommended Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonology</td>
<td>Teach and stress sound segmentation early on, use minimal pairs, and continually evaluate the child's phonemic skills</td>
</tr>
<tr>
<td>Morphology</td>
<td>Observe and use (simple) morphemes that the child has acquired; avoid the impersonal pronoun it, &amp; idioms; &amp; model and assess word segmentation</td>
</tr>
<tr>
<td>Syntax</td>
<td>Use and encourage the use of simple (one-clause) sentences and clauses (i.e., compound vs. subordinate clauses), and observe whether simpler syntax increases participation.</td>
</tr>
<tr>
<td>Discourse</td>
<td>Be direct; prompt and encourage involvement and inferencing (through encouragement, elicitation, and repetition) and instruct peers and family to do so.</td>
</tr>
<tr>
<td>Reading (all-encompassing)</td>
<td>Monitor comprehension and use of different language units, identify areas in need, and troubleshoot accordingly (see Chapter 9).</td>
</tr>
<tr>
<td><strong>Performance Indicators</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>1. Grade Level</strong></td>
<td>Grades 1–3</td>
</tr>
<tr>
<td><strong>2. Standard</strong></td>
<td>Standard 1</td>
</tr>
<tr>
<td><strong>Descriptor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>Cultural Celebrations from Around the World</td>
</tr>
<tr>
<td><strong>Content Objectives</strong></td>
<td>SWBAT identify, list, describe ways in which individuals of a culture can respect and help to pass on traditions and customs. (2A1b in the Maryland Voluntary State Standards).</td>
</tr>
<tr>
<td><strong>Performance Indicators</strong></td>
<td></td>
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<tr>
<td><strong>Level 1</strong></td>
<td></td>
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<td><strong>Level 2</strong></td>
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<td><strong>Level 3</strong></td>
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<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td><strong>Level 5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
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<tr>
<td><strong>Level 2</strong></td>
<td></td>
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<tr>
<td><strong>Level 3</strong></td>
<td></td>
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<tr>
<td><strong>Level 4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Revised detailed description including both LANGUAGE IN and LANGUAGE FOR the tasks</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Aim is to keep all language objectives the same for all levels</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language FOR task</strong></td>
<td>“Schema-building vocabulary (“customs” “celebrations” “tradition” “This is a…” “It is important… because” “Yes/No”)”</td>
</tr>
<tr>
<td><strong>Language IN task</strong></td>
<td>Ask and respond to accurately formed YES/No and “WH-questions” (e.g., Why, What When, Where &amp; How-questions)</td>
</tr>
<tr>
<td><strong>Listening activities</strong></td>
<td>Students listen to multicultural songs while viewing images of various Winter celebrations.</td>
</tr>
<tr>
<td>Performance Indicators</td>
<td>Level 1</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td><strong>1. Grade Level</strong></td>
<td>Grades 1–3</td>
</tr>
<tr>
<td><strong>2. Standard</strong></td>
<td>Standard 1</td>
</tr>
<tr>
<td><strong>Descriptor</strong></td>
<td>Progress Indicator</td>
</tr>
<tr>
<td>Listening Activities</td>
<td>Students listen to multicultural songs while viewing images of various Winter celebrations and respond to one true/false question (YES/NO responses)</td>
</tr>
<tr>
<td>Speaking Activities</td>
<td>Students bring in Show &amp; Tell item from his or her culture and answer questions about it.</td>
</tr>
<tr>
<td>Reading Activities</td>
<td>Students read and listen to a story representing a particular cultural celebration. Students match a series of images to the appropriate culture in which they belong.</td>
</tr>
<tr>
<td>Reading Activities</td>
<td>Students read a story representing different cultural celebrations &amp; match a series of images to the appropriate culture in which they belong by responding to written YES/NO and WH-questions.</td>
</tr>
<tr>
<td>Level</td>
<td>Grades 1–3</td>
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<tr>
<td>Level 1</td>
<td>Standard 1</td>
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<td>Standard 1</td>
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<td>Level 3</td>
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<td>Level 4</td>
<td>Standard 1</td>
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<tr>
<td>Level 5</td>
<td>Standard 1</td>
</tr>
</tbody>
</table>

**Major Assessments**
- Rubric for evaluating appropriate responses.
- Accurate linguistic question constructions to listening/speaking/reading and writing tasks.
- Rubric for assessing illustrations and labeling of illustrations in writing task.
- Accurate linguistic question constructions to listening/speaking/reading and writing tasks.
- Rubric for assessing illustrations and labeling of illustrations in writing task.
- Accurate linguistic question constructions to listening/speaking/reading and writing tasks.
- Rubric for assessing illustrations and labeling of illustrations in writing task.

**Writing Activities**
- Students will write a story pertaining to a cultural celebration they have experienced or would like to experience. Students share with the class.
- Students will write a story pertaining to a cultural celebration they have experienced or would like to experience. Students share with the class.
- Students will write a story pertaining to a cultural celebration they have experienced or would like to experience. Students share with the class.
- Students will write a story pertaining to a cultural celebration they have experienced or would like to experience. Students share with the class.
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