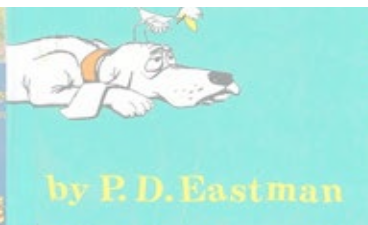
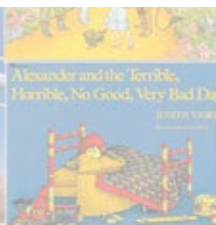


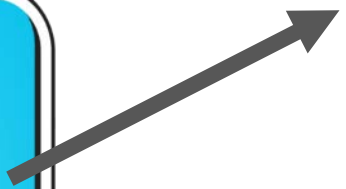
# Teaching Oral Language - Vocabulary





# Students Learn to Read

from  
speech



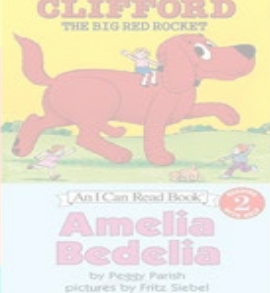
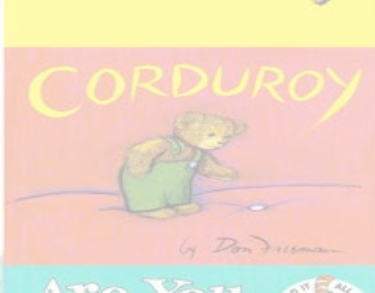
to print



WHERE THE WILD THINGS ARE



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# 30 Million Word Gap

- Children from high-income families are exposed to 30 million more words than children from families on welfare.
- 86 - 98% of the words used by each child by the age of three were derived from their parents' vocabularies.
- The number of words heard varied based on socioeconomic status.
- On average, children from families on welfare were provided half as much experience as children from working class families, and less than a third of the experience given to children from high-income families.
- Children raised in middle to high income class homes had far more language exposure to draw from.

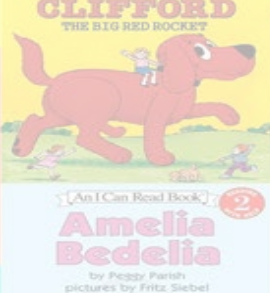
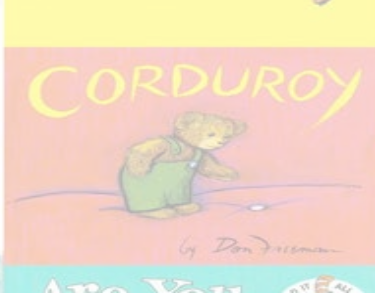


Hart & Risley, 1995

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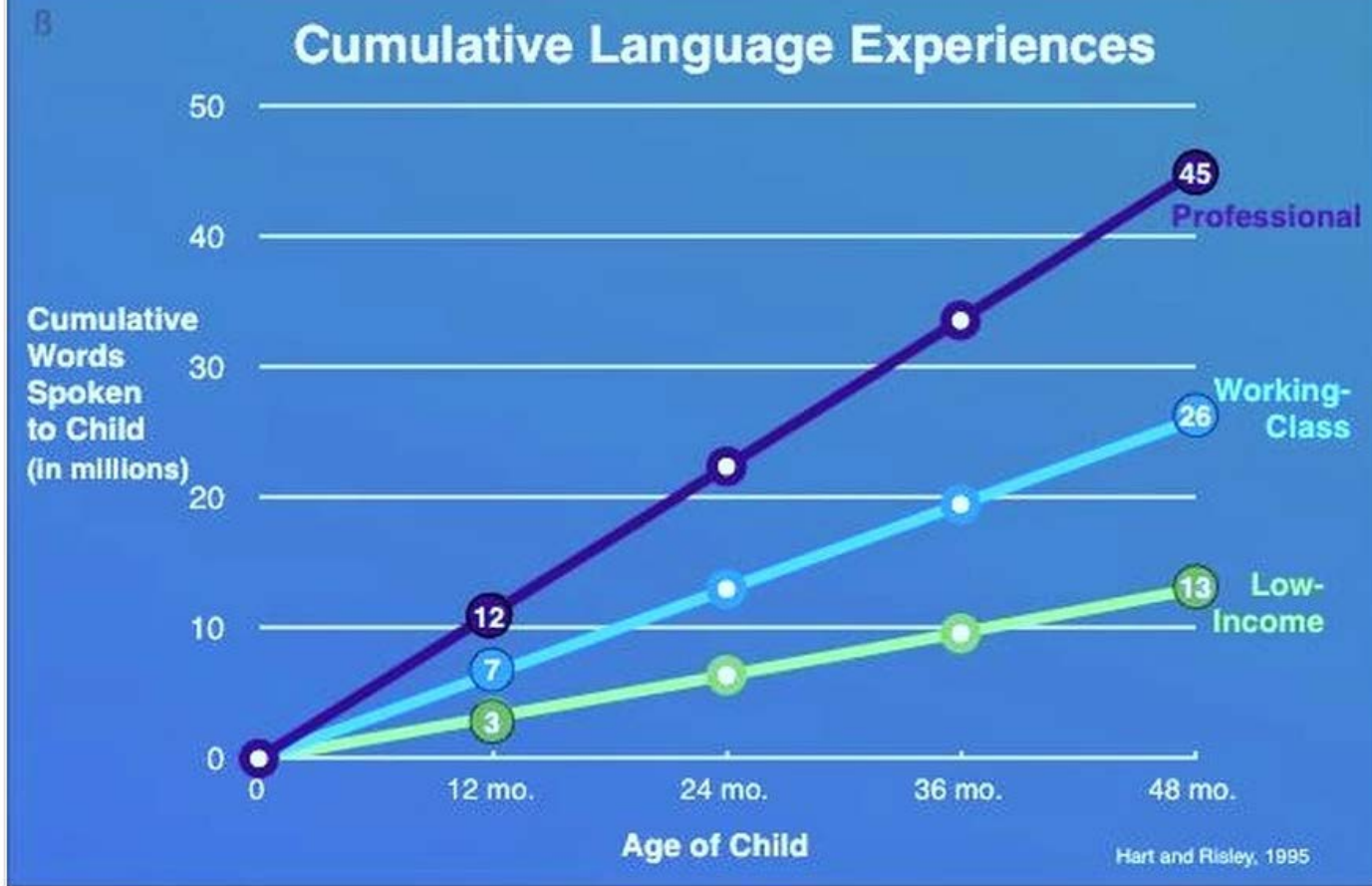
5

# 30 Million Word Gap

- By that of age **3**, spoken vocabularies of **CHILDREN** from professional families were larger than vocabulary from **PARENTS** in poor families.

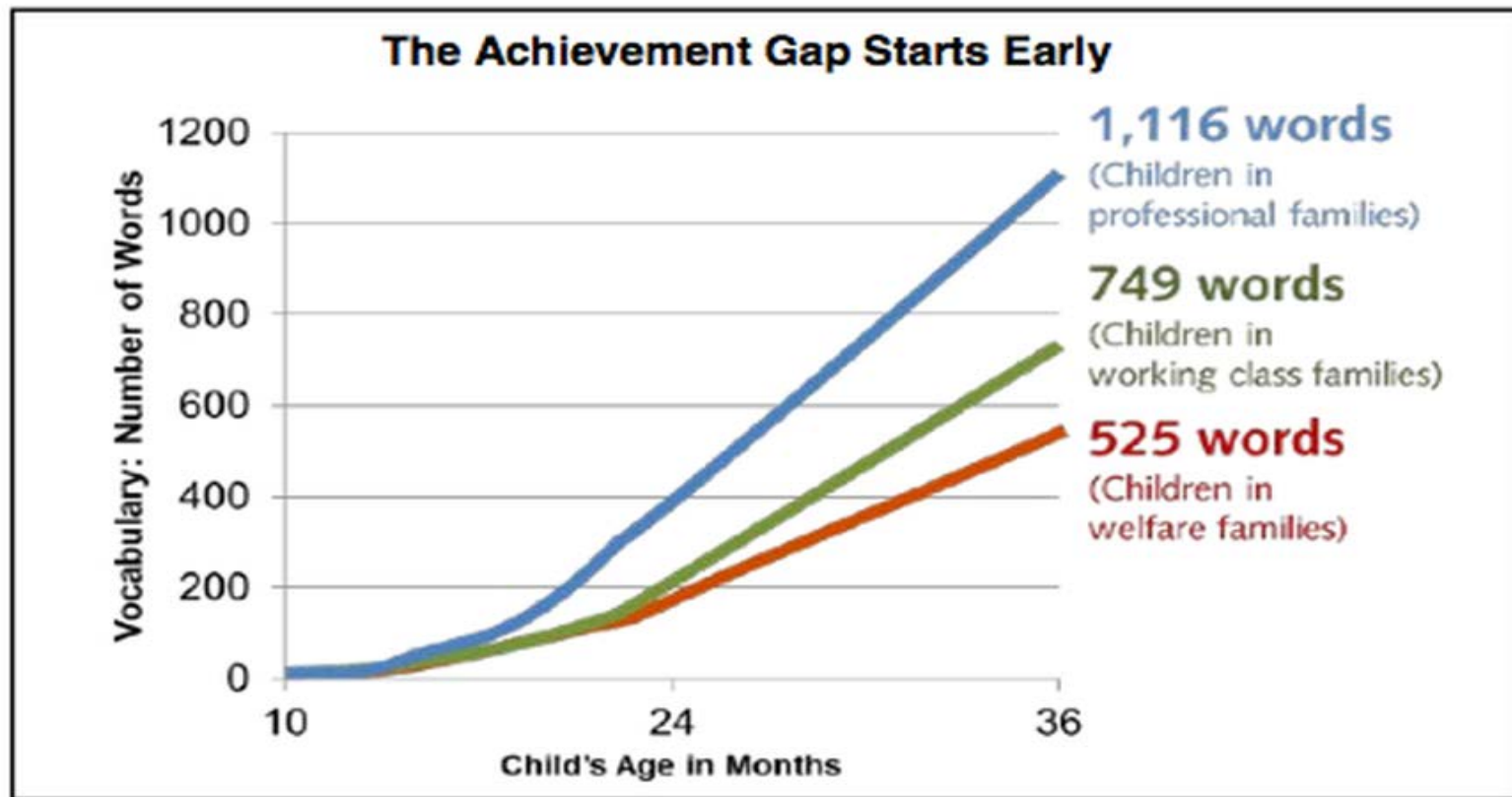


Hart & Risley, 1995



Source: Hart & Risley Study 1995





Source: Hart & Risley Study 1995

Average IQ of a child at age three, regardless of socioeconomic status of the family, correlated to low, medium, and high levels of daily talk to the child during the first three years of life.

### Hart & Risley Study



BabySpeech.com

Data Source: Hart & Risley Study 1995



# 3 S une in alk more ake turns



BLUEBERRIES

THE VERY HUNGRY CATERPILLAR

H.A. RAY

KAY THOMPSON'S ELOISE

MARCUS PETER THE RAINBOW FISH

WHERE THE WILD THINGS ARE

THE TALE OF PETER RABBIT

Curious George

CLIFFORD THE BIG RED DOG

Bill Martin Jr. Eric Carle

STORY AND PICTURES BY MAURICE SENDAK

CORDUROY



Brown Bear, Brown Bear, What Do You See?

IF YOU GIVE A MOUSE A COOKIE

J.K. ROWLING

CORDUROY

Amelia Bedelia

2



Laura Joffe Numeroff Felicia Bond

My Mother?

Amelia Bedelia

Margery Williams THE VELVETEEN RABBIT



by P.D. Eastman

GOODNIGHT MOON

Goodnight Moon



## Baby Blues

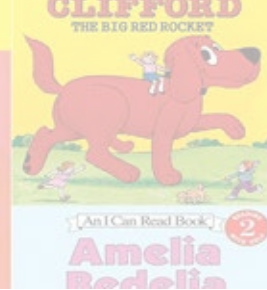
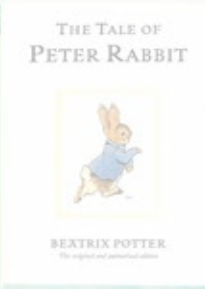


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# Tune In

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5

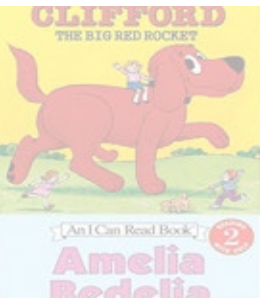
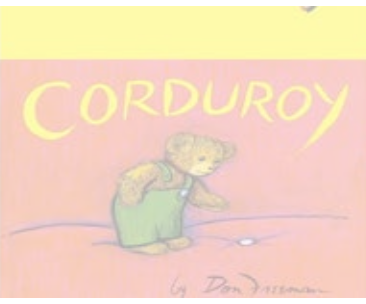
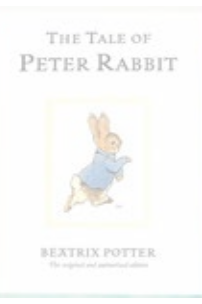
- Notice what a child is focused on, and then, when appropriate, talk WITH the child about it
- Join in!
- When? Play times, meal times, while reading

If the child is not interested, then there will be no impact on the child's developing brain.









- Talk with a child
- Quantity and quality
  - More than just number of words
  - Kinds of words matter!
- Narration - talk about what is happening as you do it
  - Self talk - what you are doing or how to do it (I do)
  - Parallel talk - what a child is doing or should be doing (We do)

# Language Stimulation Techniques

THE FAMILY CIRCUS By Bil Keane



"I fell on the sidewalk!"

- **Self Talk** - Short sentences to describe what you are doing.
- **Parallel Talk** - Describe what the child is doing.
- **Recast** - Repeat what a child says with a correct model.
- **Expansion** - Add more information (vocab or grammar) to a child's sentence.





- Use pictures for oral language development.
- **Who** is in the picture?
- What is he **do**ing?
- Then develop the language - How is he \_\_\_\_? Where is he \_\_\_\_, etc?
- Start with this at the oral level.
- Then have the sentence frame (in sheet protectors) and they can write in with dry erase
- Reinforce - sentences start with capital letters, end with punctuation.
- Can you make a 4 word sentence, a 7 word sentence?
- Repeat the sentences of other kids. *Teachers can repeat the sentences correctly then ask the student to repeat as a whole.*

[goo.gl/DzgBAE](http://goo.gl/DzgBAE)

Who and DO

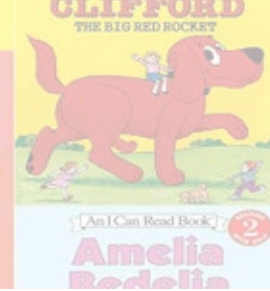
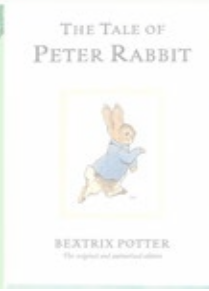


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# Take Turns



5

- Engage children in conversational turn - taking
- Serve & Return
- **Strive** for

5

Most impactful  
of the 3 T's on  
the developing  
brain.



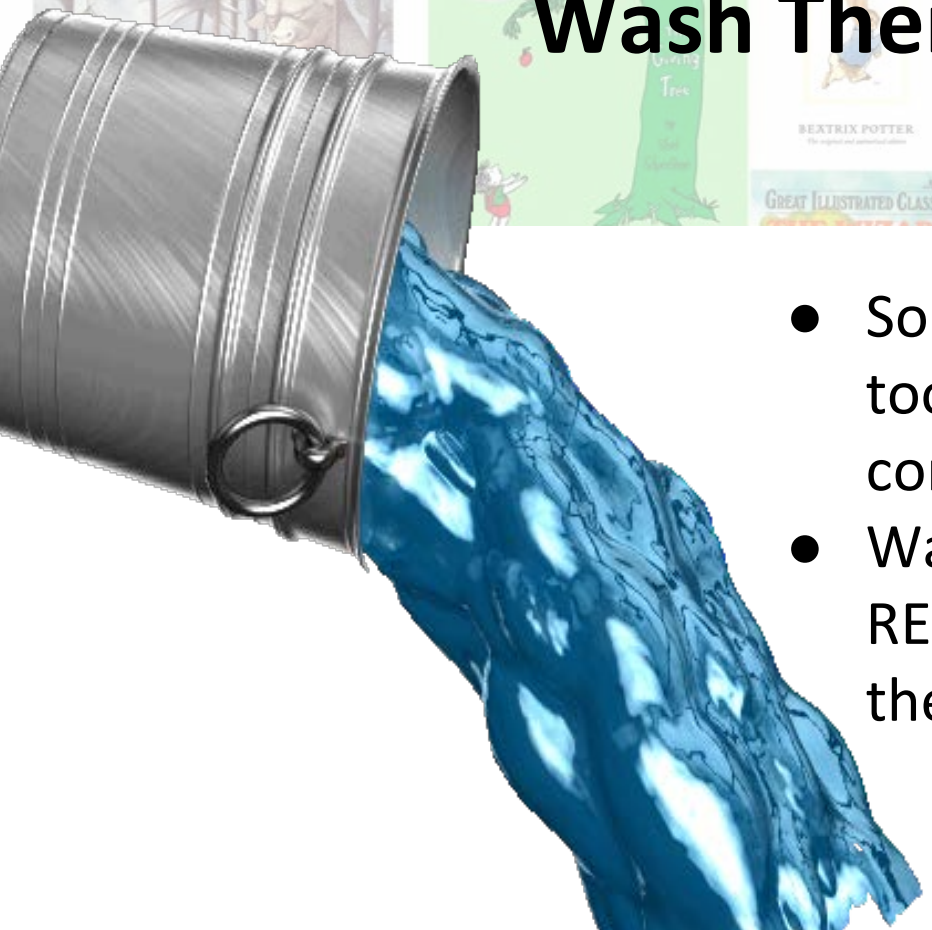


When adults respond to a toddler's efforts to communicate, they increase conversational skills, boost vocabulary, and propel the kids towards literacy.

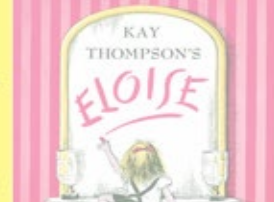




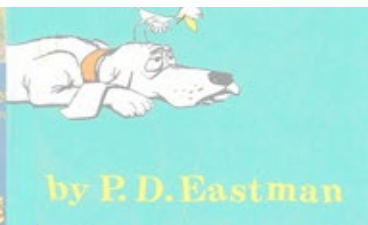
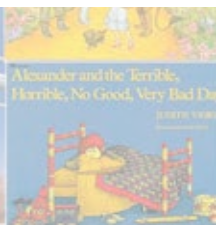
# Wash Them in Waves of Words



- Some children come to school with too little language to support comprehension.
- Washing our kids in words through READ ALOUDS and oral language gives them a background in language.

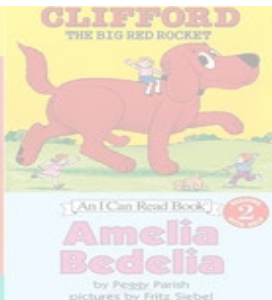
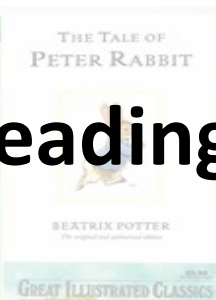


# Teaching Phonological Awareness - Rhyming, Alliteration, Segmenting, Blending Sounds





# Predicting Poor Reading



- We can determine with over 90% accuracy whether or not a child in kindergarten will be in the bottom 10% of readers in 2nd grade by looking at:

- phonological awareness
- orthographic knowledge/ letter naming



# What is Phonemic Awareness?

**Phonological** = **big** units

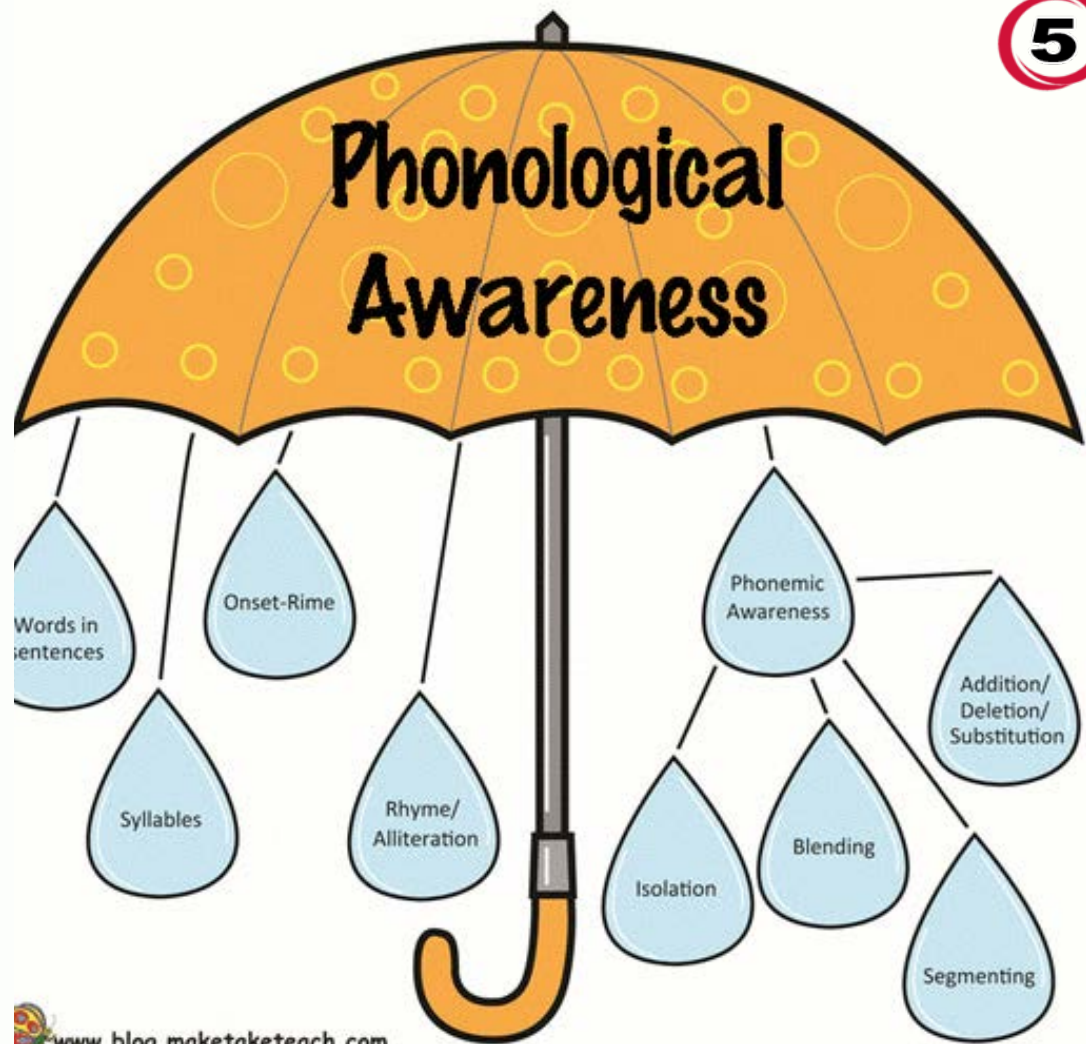
**Phonological awareness** is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'

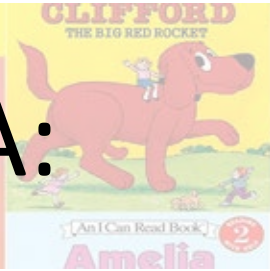
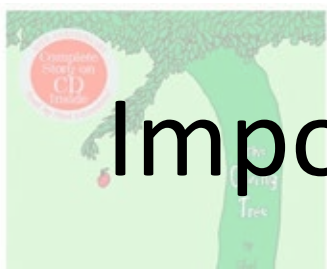
**Phonemic** = smallest possible unit of sound

**Phonemic awareness** is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, the smallest units of sound. Phonemes combine to form syllables and words.

# PHONEMIC AWARENESS

You can do it  
in the dark





# Importance of PA:

Research has shown that explicit phonemic awareness instruction increases reading and spelling achievement among preschoolers, primary-grade children, and students with learning disabilities.

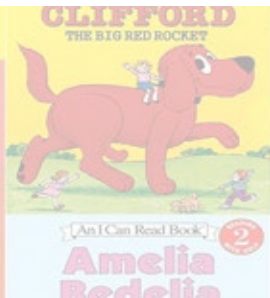
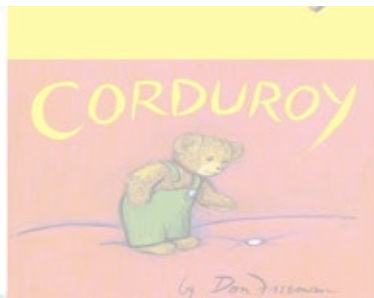
(Ball and Blachman, 1991; Lundberg, Frost, and Petersen, 1988; Yopp, 1992)



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5

# Research Findings:

The lack of phonemic awareness is the **MOST** powerful determinant of the likelihood of failure to read.

(Marilyn Adams, 1990)

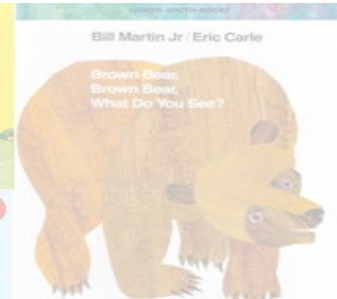
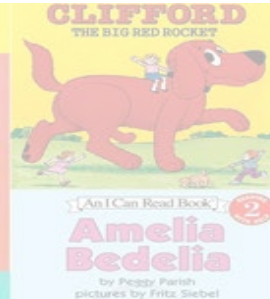
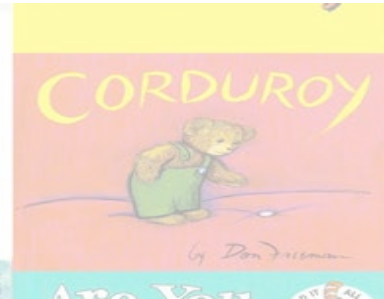




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# How can you help?

- Teach students to focus on the sounds in the words!
- Start BIG to **small**
  - whole words
  - compound words
  - Syllables
  - Onset-rime
  - Individual sounds



Beginning

Ending

Medial

All sounds in the words

# Phonological Awareness Hierarchy



Rhyming

- matching
- identification

Alliteration

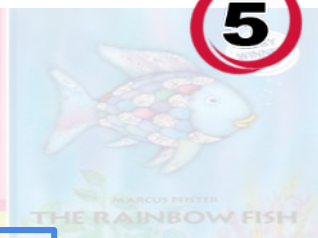
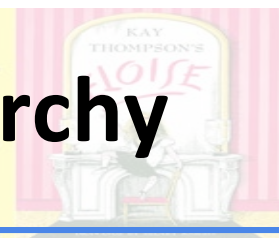
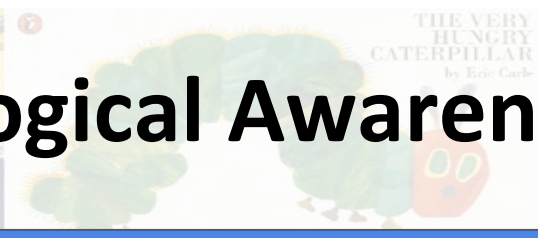
- matching
- categorization

Blending

- Words, syllables
- onset-rime units
- phonemes

Segmenting

- syllables
- onset-rime units
- phonemes





Phonological Awareness

**EARLY**

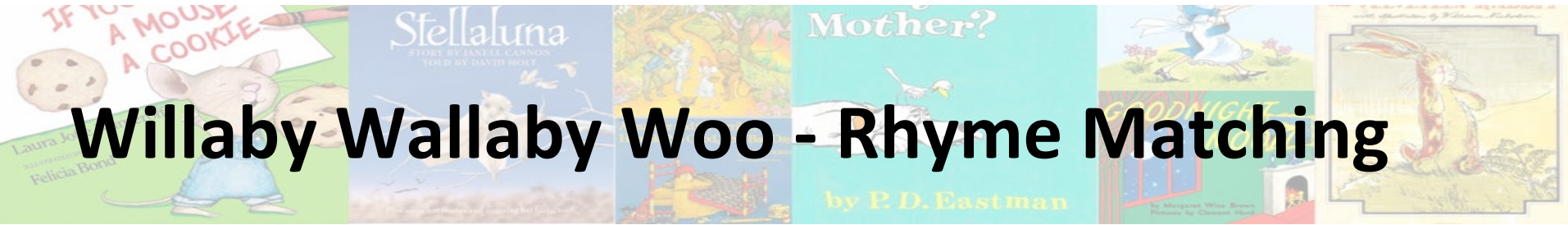
**BASIC**

**ADVANCED**

- **Word**
- **Syllables**
- **Alliteration**
- **Onset rime**
- **Rhyme recognition**
- **First sound matching**

- **Syllable and Compound deletion**
- **Phoneme segmentation**
- **Phoneme Blending**
- **Phoneme Substitution**

- **Phoneme Deletion**
- **Phoneme Deletion (middle)**
- **Phoneme Reversals**
- **Phoneme Chaining**



# Willaby Wallaby Woo - Rhyme Matching

- [Willaby Wallaby Woo](#), an elephant sat on you.
- Complete using children's names.

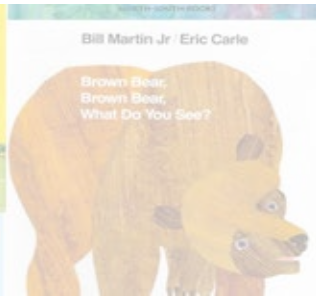
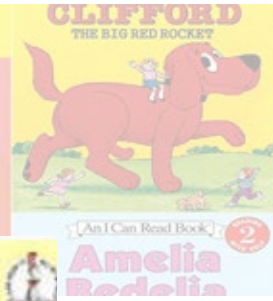
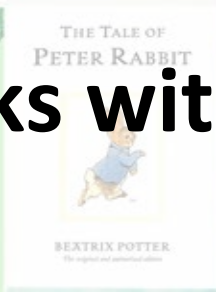


Willoughby Wallaby Woo

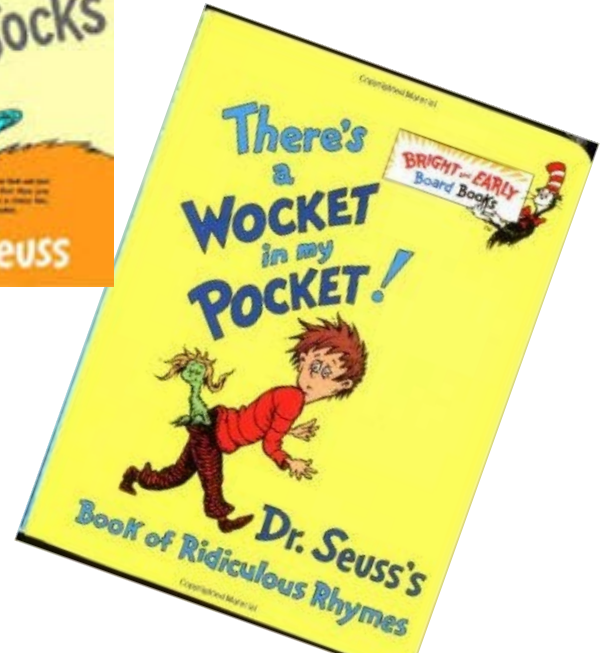
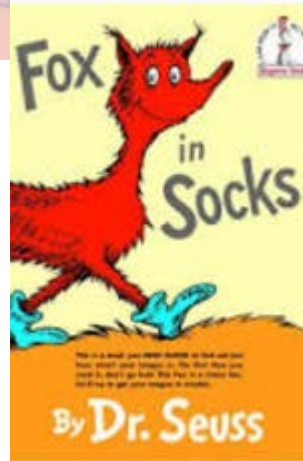
Raffi

Singable Songs for the Very Young

# Read Aloud Books with Rhyme



- Point out specific words that rhyme.
- Have students repeat them.
- See if students can identify rhyming words.

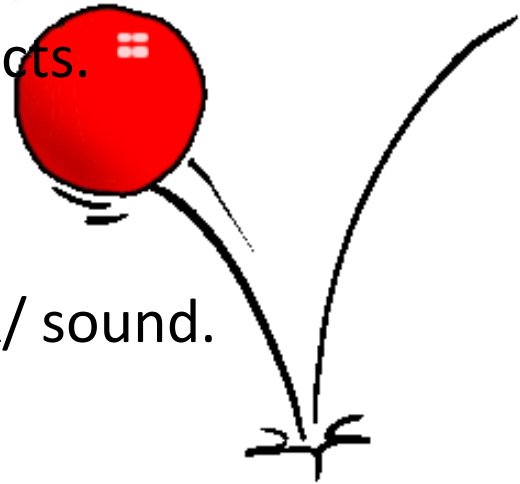


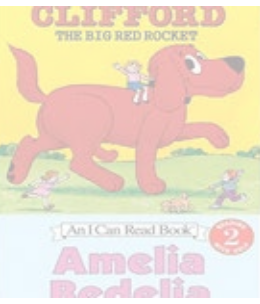




# Bouncing Sounds - Alliteration & Substitution

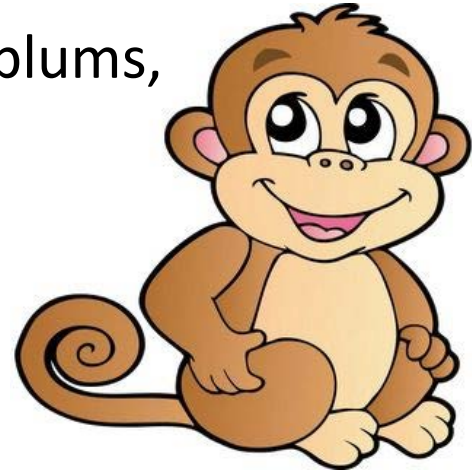
- Play with words by “bouncing” on the beginning sounds of children’s names or the names of other objects.
- “I see /j/ – /j/ – /j/ – Jenna.”
- “I see a /d/ – /d/ – /d/ – dog.”
- Say your partner’s name, beginning with the /k/ sound.
- BELLS pg. 237-238





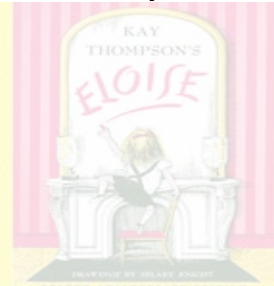
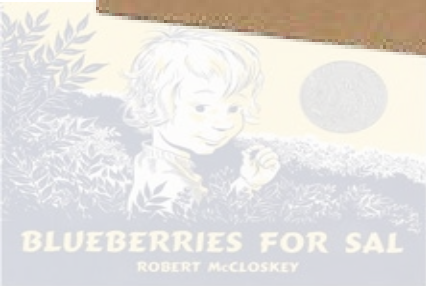
# Hungry Sounds - Alliteration

- A monkey would like to eat only muffins,meatloaf, milk, mashed potatoes, and mushrooms.
- A pig would like to eat popsicles, pudding, pizza, plums, and popcorn
- A cat would like to eat...
- BELLS pg. 59





- Fill a bag with small toys or objects.
- Grab one item, and practice determining the first sound in the word. (Onset)
- You can also practice clapping or tapping the syllables.



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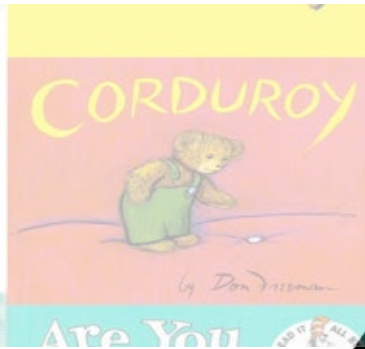
The Giving Tree

THE TALE OF PETER RABBIT



BEATRIX POTTER

GREAT ILLUSTRATED CLASSICS



CORDUROY

by Don Freeman

Are You

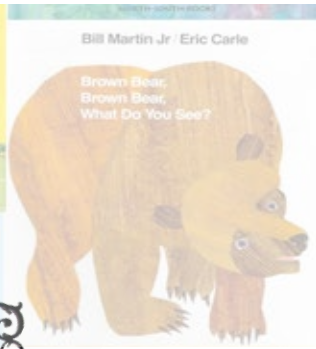


CLIFFORD THE BIG RED DOG

by Norman Krasna

by Peggy Parish

pictures by Fritz Siebel



Bill Martin Jr. / Eric Carle

Brown Bear, Brown Bear, What Do You See?

# Magic Mirror

Mirror, Mirror, Lead  
the Way. Find the  
Sound That I Say!





# Nursery Rhymes



- Repeating a sentence & Nursery Rhymes
  - *There is a strong link between the **nursery rhyme knowledge** of Pre-K children and their future success in reading and spelling.* -MacLean, Bryant, and Bradley (1987)

Nursery Rhymes build both oral language and phonological awareness skills!!



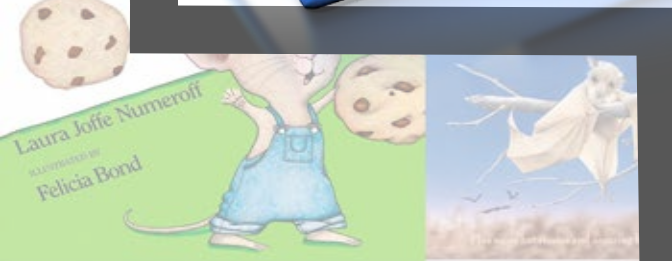




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