Developing Oral Language Through Play

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The University of Akron
Today’s Objectives:

• Review the importance of oral language as a predictor of children’s later reading comprehension.
• Explore how teachers can support young children’s oral language development.
• Examine a research based technique for teaching vocabulary through play.
“Large numbers of children at school entry lack the critical oral language skills necessary for them to benefit from early literacy instruction.”

Lucy Hart Paulson, 2001
Oral Language …

• is the foundation for literacy development.
• involves speaking and listening.
• is essential for children to gain knowledge about the world.
### Facts About Language

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Language appeared</td>
<td>2 Million years ago</td>
</tr>
<tr>
<td>Written forms of language</td>
<td>1.5 million years ago.</td>
</tr>
<tr>
<td>appeared</td>
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<tr>
<td>Number of oral languages today</td>
<td>6500 +</td>
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• Children who develop strong oral language skills during the preschool years create an important foundation for their later achievements in reading, especially reading comprehension (Storch & Whitehurst, 2002).

• Children who lag behind their peers in language development are at-risk for later reading difficulties (Catts, Fey, Tomblin, & Zhang, 2002).

• Vocabulary knowledge is strongly related to reading proficiency and overall academic success (Beck, McKeown, & Kucan, 2002)
Children arrive in kindergarten with huge discrepancies in oral language development... and the gap between language-advanced and language delayed children grows throughout the elementary school years.

- Andrew Biemiller 2001
Not all children are fortunate to be born into homes where parents or caregivers provide rich language experiences. These disadvantaged children enter our kindergartens lacking oral language skills.

- Louisa Moats, 2001
Hart & Risley compared the mean number of interactions initiated per hour in each of the three groups.
Hart & Risley also compared the mean number of minutes of interaction per hour in the three groups.

Interactions
Perhaps most striking were the differences in quality of interaction, when the affirmations vs. prohibitions per hour were compared.
Cumulative Language Experiences

Cumulative Words Per Hour

- Welfare
- Working
- Professional
Cumulative Language Experiences

Cumulative Words Spoken to Child (in millions)

Age of child (in months)

Professional

Working

Welfare
The Effects of Weaknesses in Oral Language on Reading Growth
What Matters in oral language development?

- What does NOT Matter:
  - Race and ethnicity
  - Gender
  - Birth order status

- What DOES matter:
  - Relative Economic Status
Oral Language: The First Line of Defense

Important predictor of children’s later reading comprehension and the foundation of all literacy learning
Oral Language Comprehension

What is it?
The ability to speak & listen with understanding. Includes grammar, word meanings & listening comprehension.

Why is it important?
Provides the language foundation for learning to read and write.
Oral Language

• Correlations between oral language and later reading differences.
• Correlations between oral language and reading comprehension.
complex play

Literacy  Play

Theme • Pretend • Roles • Cooperation • Stories • Language
Instruction: 5 Best Practices

- Shared book reading
- Songs, rhymes, and word play
- Storytelling
- Circle time
- Dramatic Play

(Dickinson & Neuman, 2006)
Dramatic Play

Nail Salon
Flower Shop
Camping
Auto Shop
Jackie & Ericka (just turned 5 years) are playing pharmacy in the play office setting. They are filling prescriptions.

Jackie (taking a phone-in prescription): Write this down, Ericka. 55 purple. No! No! 55 pink and 2 purple. 55 pink and 2 purple.

Ericka (scribbling this down on paper): There ya go. (She hands it to Jackie.)

Jackie (reading the paper): You forgot the name (she points and hands it back to Ericka).

Ericka writes down the name copying from a child’s name tag, then hands it and a small medicine bottle to Jackie.

Jackie: OK, a lady’s comin’ over now. Ding, ding, ding. Come in. (She talks to a pretend customer.) Hello! Here you are Ma’am. She got it all ready. Your name is [on the] back and your medicine, too. 55 pink and 2 purple.
Adam agrees to go to the beach and goes along with the no-cat rule. “We need plenty of cups,” she says. “One, two, three cups ‘cause you wouldn’t wanna wash ‘em at the beach ‘cause that’s where we’re gonna swim, huh Adam?! She continues, “You should always bring potato salad, Adam. Always bring potato salad. It’s an important thing to do.

Sheona says. “We’re going on a picnic. Okay? At the beach, Adam, but don’t bring you cat along! We need lots of stuff for a picnic.” (She scribbles on a shopping list.)
Scott to others: They not buyin’ ‘em. This is a library. They rent ‘em.

Aaron: Could I rent this book, please? [Signs card.]

David: You return it on this stack. You’ve got four days.

Aaron: Does this mean four days? Wow! Neato, man! Hey! I bought this scary book for four days.
Key Behaviors to Use During Interactive Readings:
- Prompt to be actively engaged
- Clarity & extend
- Expand & extend
- Explain the meanings
- Prompt to use new vocabulary

Shared Book Reading
• View the clip

• Jot down:
  • What is the teacher doing?
  • What are the children doing?

Share observations
What have you learned?
• An easy-to-implement technique that integrates proven “active ingredients” of direct instruction in shared reading and structured play.
I Say... You Say
I Tell... You Tell
I Do... You Do
Let’s Play!
Say
Tell
Do
Play

Before Reading
- Look & Say
- Tell
- Do

During Reading
- Say
- Tell
- Do

After Reading
- Play
### 6 Step Protocol:
- Say
- Tell
- Do
- Play

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
<th>Play</th>
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</thead>
<tbody>
<tr>
<td>Tell title of Book</td>
<td>Read with expression/joy</td>
<td>Tell favorite part (encourage use of new words)</td>
<td>Play simple game with children encouraging use of new words</td>
</tr>
<tr>
<td>Say Tell Do Words</td>
<td>Highlight vocabulary words</td>
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PROCEDURES “BEFORE” THE STORY IS READ

Set Up...
- Pre-selected book with target words

I Say….You Say
- Teacher models + shows photo card
- Children repeat as group, then individually as needed
“BEFORE” THE STORY IS READ

I Tell…You Tell

☐ T reads/gives child friendly definition

☐ T asks children to turn & tell a friend

I Do…You Do

☐ T models the action of the word or action related to the word

☐ T repeats the word as children do the action
“DURING” THE STORY

Read the story…
- T pauses when encountering one of the identified words
- C say or do the action associated with the word

Teacher should…
- Repeat say-tell-do on some words if children do not respond
- Keep a quick steady pace
“AFTER” THE STORY

Teacher asks

- What happened?
- Who was…?

Let’s Play…

- T invites children to play planned activity that uses identified vocabulary words
Children hear the word (exposure 1)
Children pronounce the word (exposure 2)
*Teacher tells a simple definition.* (exposure 3) asked to say it again (exposure 4) and
Children tell definition/meaning to a friend (exposure 5)
Gesture is added as children say the word again (exposure 6)

A Lot of Exposure!
• View the clip
• Jot down:
  • What is the teacher doing?
  • What are the children doing?
  • How many exposures?
• Share Observations
Say-Tell-Do-Play Planning Form

<table>
<thead>
<tr>
<th>Day</th>
<th>Target Words</th>
<th>Definitions</th>
<th>&quot;Do&quot; Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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Play Activities

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
</table>

Steps

<table>
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<tr>
<th>BEFORE</th>
<th>DURING</th>
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Notes

Kathleen Rosko -

Unit of Study: Food
Book: Mouse Mess

Targeted Vocabulary:
mouse, spill, asleep, house, eating, clean, cheese, pour, bed, rake

Activity: Bingo with vocabulary words
• **Book Selection Checklist:**
  • Brief
  • age appropriate
  • contains at least 6 words worth teaching

• **Word Selection Checklist:**
  • important and useful to the book.
  • instructional potential
  • will help children learn new and important ideas
  • Not familiar

• **Definition Checklist:**
  • Brief, just a few words
  • Clear, simple & child friendly
  • Uses known words to define the new
“…. If we are to increase children’s ability to profit from education, we will have to enrich their oral language development during the early years of schooling. “

• Andrew Biemiller
• 3 A-ha’s
• 2 Points that were validated for you
• 1 Questions that still needs clarifying