TALK, READ, SING

Creating Language-rich Environment

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated “C” or Higher
Children without basic literacy skills when they enter school are 3-4 times more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over 6 points.
15 minutes/day of independent reading can = 1 million+ words in a year.

Daily reading to children puts them almost 1 year ahead of those who are not being read to.
Children who read 3,000 words per day will be in the top 2% of standardized tests.

Children who read 20 words per day will be in the bottom 2% of standardized tests.

Source: "Why Reading at a Young Age Matters" - Harper Collins Children’s Books
WHAT IS IT?

TALK, READ, AND SING TOGETHER EVERY DAY!
Research has found that providing children from birth to five with consistent, language-rich experiences – such as talking, reading, and singing – can have important benefits on their brain development and future school success.

https://www.ed.gov/early-learning/talk-read-sing
However, many families lack access to the types of resources that can help them make the most of these language building experiences. This creates a gap in the quantity and quality of words that children learn, which directly impacts their opportunities to succeed in school and later on in life.
What is it: Too Small to Fail

Too Small to Fail, an initiative of the Clinton Foundation, is leading a public awareness and action campaign to promote the importance of early brain and language development and to empower parents with tools to talk, read, and sing with their young children from birth.

http://toosmall.org/
Developmental Milestones from Birth to 5 Years

IT’S NEVER TOO EARLY TO HELP YOUR CHILD LEARN — TALK, READ, AND SING TOGETHER EVERY DAY!

Learn more about your baby by watching for developmental milestones. Smiling, cooing, and babbling are just a few. Your baby will show you many more milestones in how he plays, learns, speaks, acts, and moves! Look for your child’s milestones regularly and share his progress with the doctor at every well-child visit.

**BIRTH TO 2 MONTHS**
- Coos, makes gurgling sounds
- Turns head toward sounds
- Responds to your baby’s first smiles, gurgles, and coos — she’s talking to you and wants you to talk, too!

**4 MONTHS**
- Begins to babble
- Begins to use expression and copy sounds he hears

**6 MONTHS**
- Responds to sounds by making sounds
- Responds to own name
- Begins to say consonant sounds (babbling with "m" or "b"

**12 MONTHS**
- Uses simple gestures, like shaking hand for "no" or waving "bye-bye"
- Tries to say words you say

**18 MONTHS**
- Says several single words
- Points to show someone what he wants

**2 YEARS**
- Follows instructions when wanted
- Follows simple instructions
- Tries to follow your instructions
- Engages in make-believe play

**3 YEARS**
- Social interactions with 2 or 3 steps
- Can say first and last name

**5 YEARS**
- Speaks very clearly
- Tells date and address
- Uses future tense, for example, "Tomorrow will be yours.

**9 MONTHS**
- When you read with your child, have her turn the pages. Talk, turn labeling pictures with your child.

**TIPS:**
- Hold and talk to your baby. Smile and be cheerful while you do.
- Read books to your baby every day. Praise him when he babbles and "reads" too.
What is it: Resources

**TALK, READ AND SING TOGETHER EVERY DAY!**
**TIPS FOR USING LANGUAGE AT HOME AND IN THE COMMUNITY**

Here are eight things you can do every day to help your child learn your family's language and become successful in school!

**USE YOUR NATIVE LANGUAGE AT HOME**
The easiest, most important step to use your home language every day. Many families worry that using their home language will confusion their children. In fact, children can easily learn several languages at the same time. They have an easier time learning English when they have a strong foundation in their first language.

**TELL STORIES AND SING SONGS**
Your family has a rich heritage to pass on to your children. Stories, chants, rhymes, poems, sayings, and songs from your childhood are an important part of your heritage. Share these with your children and have fun!

**TELL STORIES AND SING SONGS TOGETHER**
Read a book to your child every day—in whatever language you feel most comfortable—beginning at birth. And if you don’t feel comfortable reading words, you can point out the pictures in the book and talk with your child about them.

**CHECK OUT MATERIALS IN YOUR LANGUAGE FROM THE LIBRARY**
Look for books, DVDs, and music in your language. If they don’t have what you want, ask the library staff to help you find what you need.

**TALK ABOUT YOUR TRADITIONS AND CULTURE**
Visit your child’s classroom or child care provider. Share your language and traditions, including family songs and games. Encourage your child to read family stories and share your heritage with their teacher, friends, and others.

**LOOK FOR ACTIVITIES IN YOUR COMMUNITY**
Attend cultural festivals and concerts and meet other families who speak your home language. Join with other families and organize your own events!

**CONSIDER USING YOUR HOME LANGUAGE AS YOU CHILDREN GROW OLDER**
Sometimes children start to prefer English as they get older. Talk with your children about the benefits of speaking two languages. Continue using your language, even if your children respond in English so you keep your lines of communication open.

**DON’T FORGET THAT YOU ARE KEY TO MAINTAINING YOUR RUG LANGUAGE**
Parents and other family members are the most important people in children’s lives. What you value, your children will learn to value. Help them learn that your family’s language and culture are something to be proud of and to treasure. Remember the benefits of your home language and remain committed to using it, no matter your child’s age.

**TALK, READ AND SING TOGETHER EVERY DAY!**
**TIPS FOR FAMILIES**

When you talk, read, and sing with your child— even before they can say words—you’re helping them learn. And making them happier too! Research shows that talking, reading, and singing with your child every day helps build their brains as well as important language, math, reading, and social skills for use in school and beyond. Talk, read, and sing with your child in the language you are most comfortable using.

You probably naturally talk to your baby about the events of the day. Keep doing it, and do it more! This makes words and conversations you share together, the better prepared they will be to learn. You are your baby’s first teacher!

For children with disabilities or delays, communicate with your service providers and keep each other informed about the strategies you are using to enhance their language environment.

**TIPS FOR INFANTS**

**TALK**
Your tone and voice help your baby learn. Listen to the fun sounds your baby makes and repeat them. When they coo, coo back. Hold their hand gently and when they smile, smile back. Your loving touch combined with this back-and-forth “baby language” are the first steps in talking.

• Everywhere you go, talk about what you see and what your baby is looking at. “Wow, I see four dogs, too!” “I love that red truck you’re playing with. It goes beep beep!”

• Play “Peeka-boo” while getting your baby dressed. Ask, “Where’s baby’s nose?” when you pull a shirt over your baby’s head. Then say, “There you are!”

• As you feed your baby, use words to describe what feels tasted, felt, and look like. “This yam is sweet.” “That yellow banana is sour!”

• Looking into your baby’s eyes, holding your baby’s hand, and talking to your baby in a high voice is one way that you can help your child grow up to be a confident, loving adult.

**READ**

• Read a book or tell a story to your baby every day— in whatever language you feel most comfortable— beginning at birth.

• Cuddle with your baby as you share a book. It doesn’t matter how young your child is, even newborn babies are learning when their parents read with them.

• Point to the book’s pictures. “Look, the train goes choo-choo!” Using words to describe what you see builds language.

**SING**

• Hold your baby close during bedtime and sing a favorite song again and again. Singing the same song can help your baby feel calm and safe.

• Sing silly songs about your day to help get your baby’s attention during diaper changing.

• Your baby loves to hear your voice even if they think you can’t sing! The sound of your voice is comforting to your baby.

Family Engagement
What is it: Resources

Themed Content Bundles

Download themed content bundles with curated resources for parents and caregivers.

All bundles are designed to build children’s early brain and language development through talking, reading, and singing.

- book recommendations
- posters
- parents tip sheets
- tips calendar

https://talkingisteaching.org/bundles
TIPS AND TRICKS

TALK, READ, AND SING TOGETHER EVERY DAY!
A language-rich environment is one in which babies and toddlers are surrounded by talking, singing, and reading and have many opportunities throughout their day, across all activities, to communicate with others and engage in back-and-forth interactions.
A language-rich environment is important to children’s early brain development, and can have strong effects on early language, vocabulary, reading, and math skills, as well as on children’s social-emotional development.
Although many babies and toddlers do not have many words to talk back, they communicate using their own “baby language”.
“Baby language” can be gestures, babbling, coos, smiles, and looks.

Caregivers can have back-and-forth interactions with babies by talking to them and responding to their “baby language”.

Tips and Tricks: Baby Language
Research shows that some young children are exposed to more language in their homes, early learning programs, and school settings, than other children.

This difference in the number of words and back-and-forth interactions children are exposed to during the early years is called the “word gap”.
TIPS AND TRICKS

TALK, TALK, TALK
Talking with babies and toddlers is a brain building activity!

Every time you talk to a baby and have a high-quality back-and-forth interaction, new connections in that baby’s brain are made.

The more you engage with babies and toddlers in this way, the more they learn to understand and use new words and concepts.
Tips and Tricks: *Talk*

- **Move to the child’s level and make eye contact.**
- **Mirror the child’s tone.** For example, if the child is smiling and happy, use a happy, upbeat tone of voice.
- **Use Parent-ese!** Parent-ese is a type of adult speech where an adult talks to a child in an exaggerated, animated, and repetitive way. Babies and toddlers get excited when they are spoken to in fun and interesting ways. Parent-ese captures babies’ attention and can help them learn.
• **Model!** Model the correct use of words, the use of familiar words in new situations and in longer sentences, and the use of new words. The more that teachers model language for babies and toddlers, the more children learn.

• **Ask questions!** Ask different types of questions, including open-ended questions. Give them enough time to respond. Giving toddlers choices may help them respond. **For example:** “Did you use a marker or a crayon to draw your picture?”
Tips and Tricks: *Talk*

• **Have conversations!** Some babies and toddlers may not have words yet, but they still communicate in their own “baby language”. This is usually in the form of babbles, coos, laughter, smiles, looks, and gestures. Talk to them and reply to their “baby language”. That is called a “back-and-forth conversation”- baby style!

• **Use many different words!** Introduce new or uncommon words, explain what they mean, and repeat them across different activities throughout the day. **For example**, use words like huge, humongous, or enormous to describe things that are very big.
Tips and Tricks: Talk

- **Follow the child’s lead and talk about it!** Identify what the child is looking at, playing with, holding, doing, or interested in. Label and describe whatever it is they are engaged with. Jump in and play with them, narrating what you are doing together.

- **Repeat and Expand!** Repeat the words babies/toddlers use back to them and expand by adding a little more. **For example**, if the child says “airplane!”, you can say “yes, the airplane is flying in the sky!”. 
TIPS AND TRICKS

READ, READ, READ
Tips and Tricks: Read Overview

Reading to babies and toddlers helps build their language and early literacy skills and helps them get ready for school.

For infants and toddlers, the most important part of reading is interacting while you’re reading.

That means talking about the pictures in the book, asking questions, making fun comments, and connecting the story to the child’s life.

It’s not as important to read every word in the book at this age.

Instead, it is about learning new words and concepts while having fun!
Tips and Tricks: Read

• **Introduce children to books!** Demonstrate the appropriate way to hold a book. Point out the parts of the book, such as the front cover, the title, and the author’s name.

• **Label the objects in the book and connect them to real life!** Identify and define new words and encourage babies/toddlers that are beginning to speak to repeat these words. Make connections between the book, new words, and the baby/toddler’s life. **For example**, if you read a story about a teddy bear, ask the child about his or her teddy bear at home.
• **Make it an interactive experience!** Ask lots of questions and make comments on things the child points to or talks about. Play “fill in the blank” where the child fills in words of a familiar story. **For example,** in reading *The Three Little Pigs* you might say “I’ll huff and I’ll puff and I’ll...” and wait for the child to fill in the blank. Books where the child can touch different textures, open flaps, push buttons, and make sounds allow children more opportunities to interact.
**Tips and Tricks: Read**

- **Repetition helps!** Babies and toddlers learn more when the same story is repeated to them multiple times. Point out different parts of the story, new objects or new characters. Introduce new words, and ask new questions with each reading.

- **Follow the child’s lead!** Let the child pick the book or pick a book that you think may interest the child. Spend more time on the parts of the story the child is most interested in. They may show you they are interested by pointing to specific pictures or talking about specific characters. Let the child turn the page when he or she is ready.
• **Make it fun!** Be expressive and use different tones of voice for different characters. The more fun children have, the more motivated they will be to read next time.

• **Have a diverse array of books that represent the languages and cultures of the children in your care.** Read books in children’s home languages. If you do not speak the home language of the child, invite volunteers, such as the child’s family, who are fluent in the language to fill the need.
Babies and toddlers love music! Music nourishes children’s brains and can be used to teach them new words and concepts.

• **Sing songs and change the words to known tunes.** For example, if you use a familiar clean-up song in your classroom or home, change the words and apply the tune to setting up for snack time (for example “snack time, snack time, everybody eats yummy snacks”).

• **Create songs to go along with daily routines.** Make up silly songs for transitions, snack time, circle time, hello and goodbye, diaper changes, and other activities during the day.
Tips and Tricks: *Sing*

- **Encourage children to act out the meaning of songs.** For example, you can teach children hand gestures to go along with *Twinkle-Twinkle Little Star* or *The Itsy Bitsy Spider*. Once you teach some gestures, let children come up with their own!

- **During a predictive phrase, stop to let the child fill in the blank.** Familiar nursery rhymes are great for this purpose. Include nursery rhymes from children’s home languages.

- **Sing songs in the child’s home language.** Ask families for recommendations about songs they sing at home. Remind families about the importance of singing at home in their home language.
STEM TIPS

TALK, READ, SING ABOUT STEM!
“STEM” stands for science, technology, engineering and math. STEM can refer to the subjects individually or one or more working together, but can also mean a way of doing things that includes solving problems, asking questions and exploring the world around us.

http://toosmall.org/blog/lets-talk-read-and-sing-about-stem
STEM TIPS: Infants

• **Let's Observe the World!** Observing is important in science. Talk about what you see and describe what the child is looking at or pointing to.

• **Use All Your Senses.** Discover the smell, feel and taste of different items with your child. Encourage children to explore these objects with their senses.

• **Count, Rhyme and Sing.** Use numbers as you go about your day together.

• **Link Words with Actions.** When you move children from one position or place to another, put words to your actions (up or down). These simple words build the foundation for later math and engineering skills.
STEM TIPS: Toddlers

- **Explore Sizes.** Ask the students to compare the sizes of measuring spoons or cups. Use words like smallest, small, medium, big, bigger, and biggest to describe each spoon or cup.

- **Whole and Half.** At snack time, show the children a whole cookie and cut it in half. Then say, “These two pieces are the same size. They’re called halves.”

- **Compare Amounts.** At lunch, compare the size of food portions. Say, “You have more carrots than Sally does. She has fewer carrots than you.”
• **Cause and Effect.** Stand in the bathroom and turn the lights off and on. “When I flip the switch up, the light goes on! What will happen if I flip it down?” They are learning about technology!

• **Enjoy a Shape Snack.** Offer a square (or rectangle) cracker. Cut a piece of cheese into a triangle. Talk about and trace each shape with your finger before you eat it.
Where can I find the presentation?

https://www.mdek12.org/Library
Make and Take Time!

- Get into pairs
- Create a transition song, cheer, or chant
- Share with the group!!!!
Contact Information

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