

# Communication: Curriculum Night 2018

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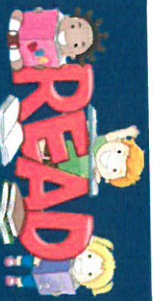
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# More than Books. Interactions Matter.

When adults supported children's learning in a print-rich environment, children were found to learn significantly more words in context than their peers who experienced a print-enriched environment without adult interactions (Vukelich, 1990).



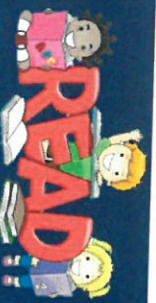
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# Repeated Reading & Discussion

- Reading aloud to children has a profound impact on their language skills (Dickinson & Smith, 1994; Leung, 1992; Robbins & Ehri, 1994; Sénéchal, 1997), especially when teachers:
- **Engage in repeated readings of stories** (Senechal, 1997)
- **Involve children in discussions about stories** (Senechal, 1997)



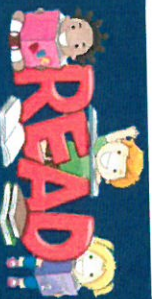
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# All Levels

Children follow a typical progression in learning to read storybooks, from pointing and labeling pictures to talking about the pictures to using known words, letter and sound knowledge, and pictures to make meaning of text (Sulzby, 1985)



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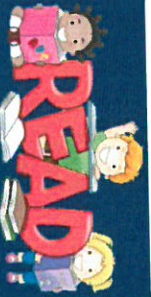
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# How to Pick Books

- Take cue from your child and consider these factors:
  - Length
  - #/type of words on a page
  - Complexity of pictures
  - Complexity of the story



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# Types of Books

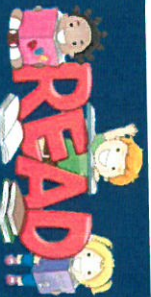
- Labeling/concept books
- Repetitive books
- Story with characters and plot

All kids need to read all kinds of books!



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# **Reaadling Picturres is Reaadling!**



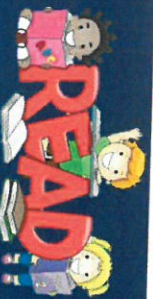
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# When to Read Books

- When your child is calm.
- As part of a routine.
- Strategies to increase engagement:
  - Routine
  - Let him/her choose the book
  - Timers
  - Sit in your lap
  - Music and Actions
  - Choose the right level of book



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# Reading with Inflection

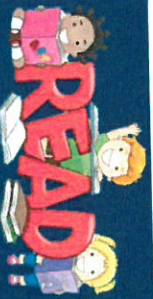
- Be engaging
- Be silly
- Higher pitch
- Character voices
- Build anticipation
- Rate matched to your child
- Add movements and actions



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# **Let us Read to You!**



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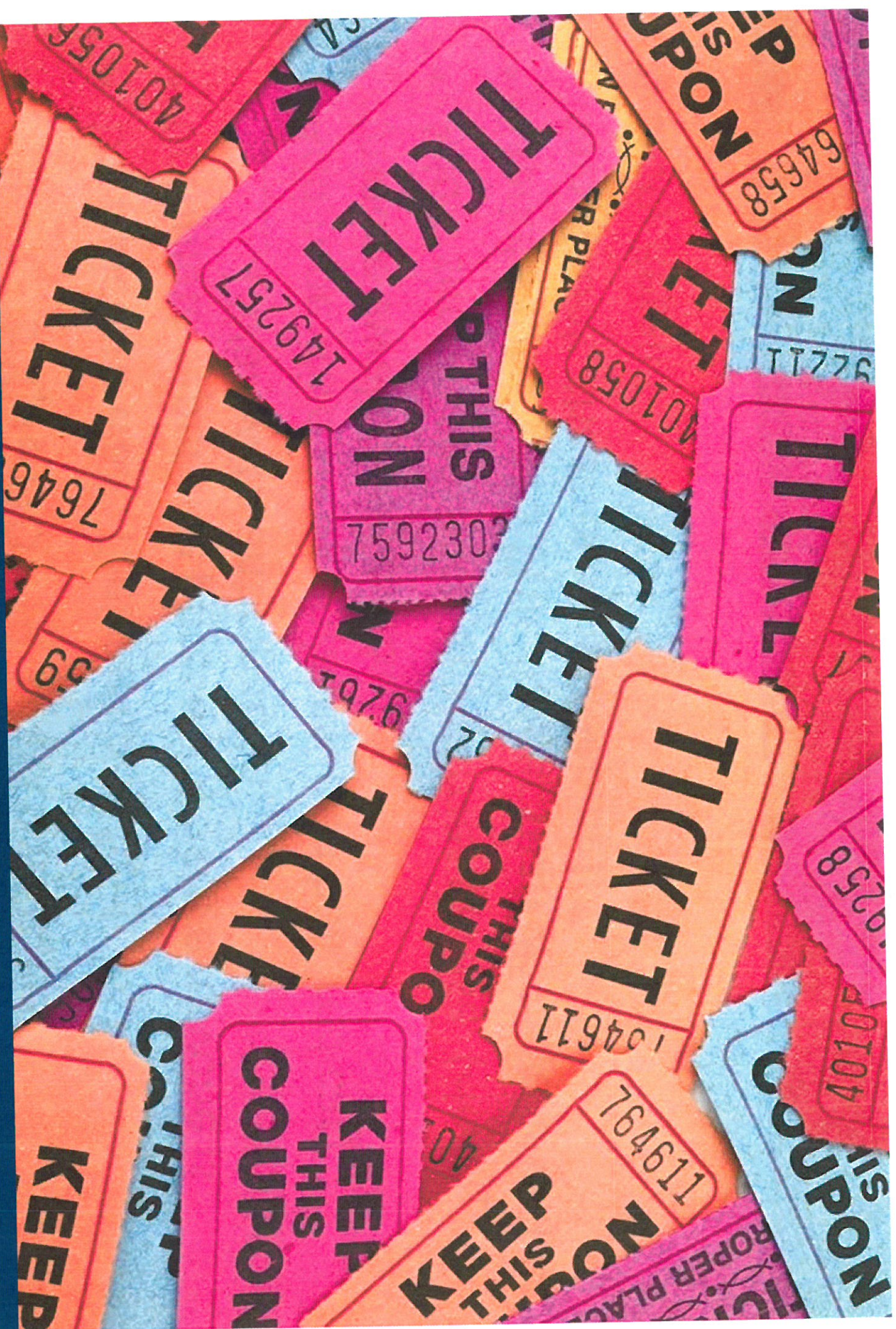
# Expanding Utterances

- Do a picture walk. (before and after)
- Complete repetitive phrase. (Where everyone is \_\_\_\_.) Wait with anticipation.
- Add repetitive short phrases. (red ball, red car) (mouse awake, dog awake)
- Add a simple sentence in a carrier phrase. (He is \_\_\_\_.)
- Model sentences a little longer than what your child says. (Look, the mouse is sleeping!)
- Story Retell



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# Vocabulary

Pick words at your child's level: "Napping House"

sleep	nap	dozing
rain	storm	drizzle
boy	child	grandson
bed	pitcher	furniture
tired	frightened	joyful

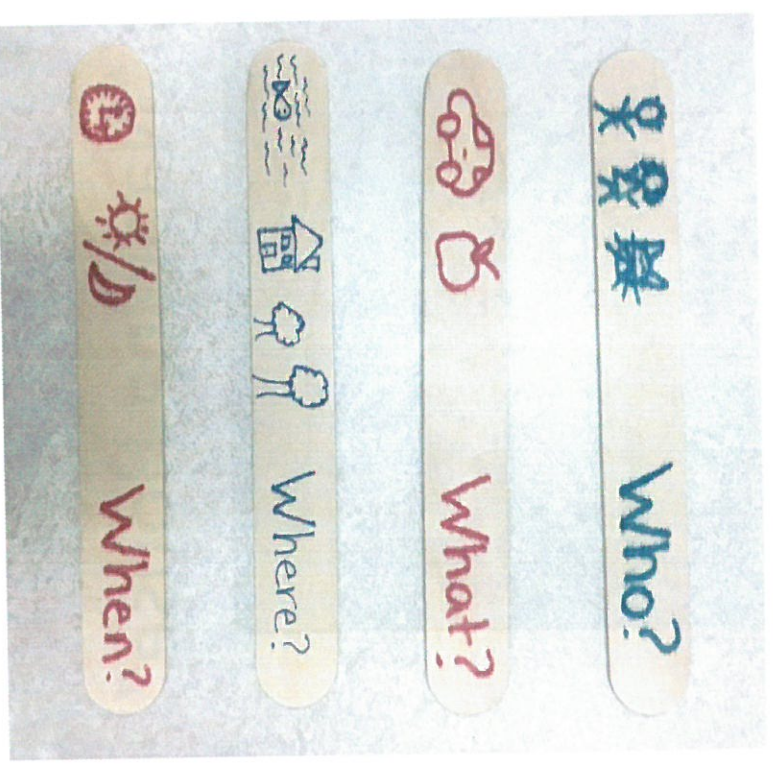


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# WH Questions

- Complexity
  - What, Who, Where, When, Why, How
- When asked?
  - On the page with the answer
  - At the end of the book



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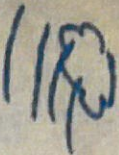




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3 Little Pigs



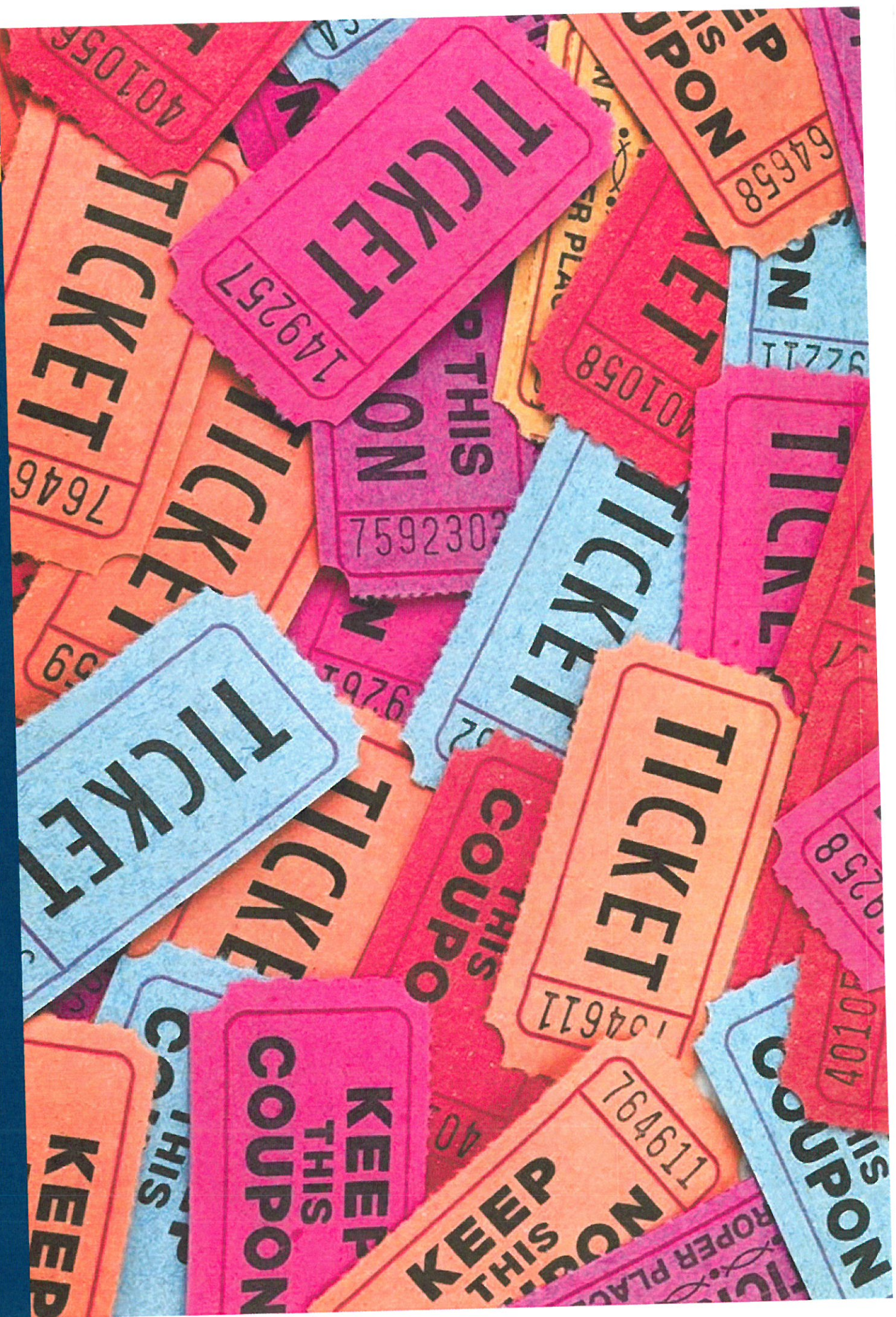
3 Little Pigs

- Characters
- Setting
- Main events

- Sequence
- Transition words
- Sentence formation

Ms.  
Jenna





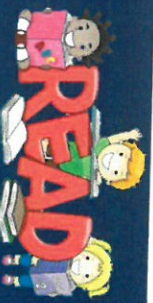
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# Speech Sounds

- Find as many words with the target sounds.



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# Receptive Language

- Point to the \_\_\_\_.
- Positional Concepts (on, off, under, next to)
- Stuffed Animals
  - body parts
  - Extend with pretend play for following directions



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# Make and Take

Purposefully something you can recreate at home.

- Post It Notes (speech sounds, vocabulary, wh questions, hide pictures in the book)
- Popsicle Sticks (Wh Questions, Retell)

Be creative based on your child's needs.



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