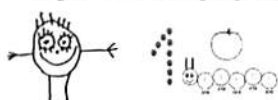


## NURTURING YOUR CHILD'S DEVELOPMENT FOR SCHOOL SUCCESS

Cognition and Language Development (Part 1)



Ages 3-6



Presentation developed by  
LAUSD Psychological Services

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### Presentation Goals

- Explore language and cognitive development in children ages 3-6
- Learn how these core development domains help lay the foundation for reading readiness
- Identify parenting strategies that enhance school success



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### Activity



Think back to your pregnancy or when your child was in utero. Recall the images you had of being a parent.

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## The Three Universal Goals of Parenting

- Ensure children's health and safety
- Prepare children to be productive adults
- Transmit cultural values



American Psychological Association, Home/ Psychology Topics/ Parenting.  
Retrieved September 18, 2014, from <http://apa.org/topics/parenting/index.aspx>

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## How Does Development Unfold?

Development is influenced by:

- Nature and Nurture
- Stability and Change
- Interaction with and Reactions to:
  - objects
  - events
  - people
  - ideas



Santrock, J. W., (2009). *Life span development* (12th ed.). New York, NY: McGraw-Hill.  
Thibault, J. P., & McKee, J. S. (1982). Practical parenting with Piaget. *Young Children*, 38 (2), 18-27.

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## True or False

- Birth order can influence development ☐
- Frequent ear infections can cause delays in language development ☐
- Acute and or chronic stress can affect a child's ability to learn ☐

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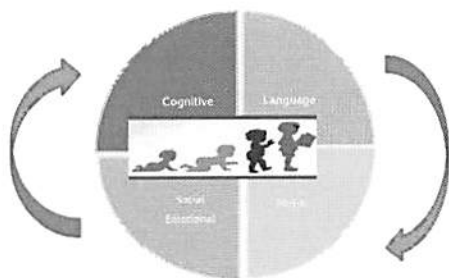
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## Core Developmental Domains



Sanrock, J. W., (2009). *Life span development* (12<sup>th</sup> ed.). New York, NY: McGraw-Hill.

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## Reflect and Share

Think of your own siblings and children; what are some similarities and differences in their development?



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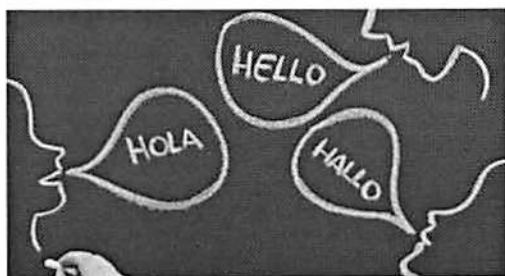
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Language



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<https://www.youtube.com/watch?v=IpAh5n1DhFA>

Gifts we Can Give our Children  
First 5 Video: Talk, Read, Sing...

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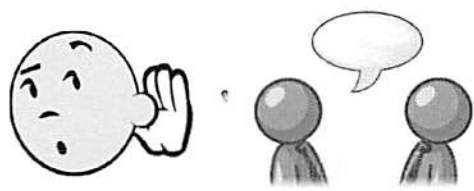
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### Components of Language



Receptive      Expressive

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### Language Milestones

	<b>1 yr. old</b> Children use single words & gestures ("milk").
	<b>2 yr. old</b> Children use 2 word phrases ("I want milk"). Children use approximately 100 words.
	<b>3 yr. old</b> Children use 3 word phrases ("I want milk"). Children use approximately 300-500 words.

<http://www.asha.org/public/speech/development/34.html>

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### Language Milestones



**4-5 yr. olds**

Children use sentences of 5 or more words ("I want cookies and milk").

Children have a vocabulary of 1000-2000 words.



**5 yr. olds**

Children speak in longer sentences 6-7 words ("I want cookies and milk for lunch").

Children have a vocabulary consisting of 18,000-19,000 words.

<http://www.asha.org/public/speech/development/34.html>

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### Types of Language

Conversational

- Vegetable
- House
- Weather
- Cold
- Habitat
- Animals
- Opposite
- Dog

Academic

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### The Language – Literacy Connection



Print  
Awareness

Attention

Phonemic  
Awareness

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## Brief Points About Bilingualism

- ▣ As per LAUSD (2015–2016) Finger Tip Facts, 141,490 of 643,493 LAUSD k–12 students were identified as English Language Learners (ELL)
- ▣ Research suggests that being bilingual is an asset
- ▣ Bilingual students carry a double curricular load
- ▣ Affective factors influence an individual's receptiveness to language




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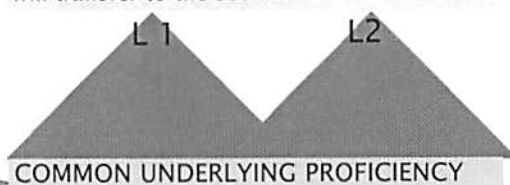
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## Transfer

Given adequate motivation, concepts, skills & ideas learned in a child's first language will transfer to the second




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## What to Expect from Beginning Level Fluency?

### Listening and Speaking



- ▣ Follow simple directions using physical actions and other forms of non verbal communication
- ▣ Listen to short stories
- ▣ Ask and answer questions with 1–2 word phrases and gestures
- ▣ Use gestures, single words and phrases to communicate
- ▣ Recite familiar rhymes, songs and stories using gestures and familiar vocabulary

### Reading and Writing



- ▣ Recognize alphabet sounds child has heard and can produce
- ▣ Repeat spoken English words
- ▣ Read own name
- ▣ Retell simple stories using drawings, words, or phrases
- ▣ Write first and last name
- ▣ Copy shapes and print letters
- ▣ Match upper and lower case letters

LAUSD Portfolio Record: ELD 1 Beginning Level

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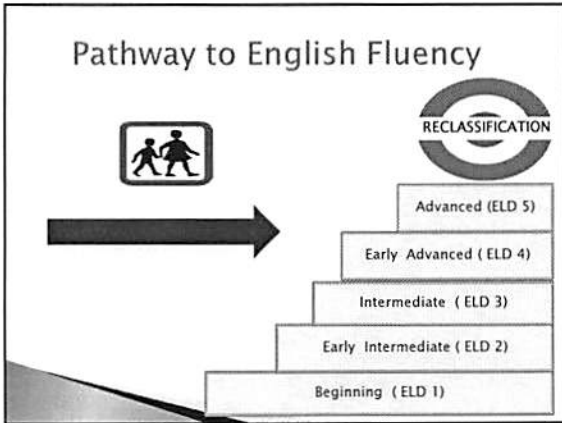
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### Reflect and Share

Pretend your partner has just arrived to the presentation. What is important for her/him to know? How would you summarize the most important points covered thus far?

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### How Can Parents Help?

Whatever language you speak at home, continue to:

- Provide language exposure through day to day interactions
- Build vocabulary
- Practice nursery rhymes, play word games, and draw attention to sounds
- Encourage your child to explore materials that promote literacy skills
- Create a language-rich environment
- Play games
- Talk during family dinners; discuss what novel things have happened over the course of the day
- Visit others and surround yourselves with conversation
- Unplug the television, phone, computer, Ipad, etc. and TALK!

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At age 3 children:

- begin to represent the world with words, images and drawings
- think of an action before performing it
- use immediate perceptions and experiences (associative reasoning) to explain cause and effect relationships
- understand that objects exist even when not in sight
- believe that everyone has the same thoughts, beliefs, experiences and reactions ( egocentric thought )
- understand short sequences and duration of time
- conceptualize their immediate space
- display deferred imitation

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At age 6 children :

- Use pre-logical reasoning
- Develop their understanding of simple cause and effect relationships
- Are able to focus on only one aspect of a problem at a time
- Display an expanded concept of time; (proximal) present, past and future
- Children recognize the identity of objects by their surface traits
- Display a broadened concept of space (house, yard and neighborhood)
- Use representational imitation: use an object to represent an observed behavior

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### True or False



- A four year old does not have the planning ability to construct a plan for retrieving a cookie that is beyond her/his reach
- A five year old might only focus on the cookie and overlook the cup of coffee that is directly in front of it
- A six year old might pretend to bake cookies by forming balls with clay, putting them on a piece of cardboard and using a ruler to turn them.

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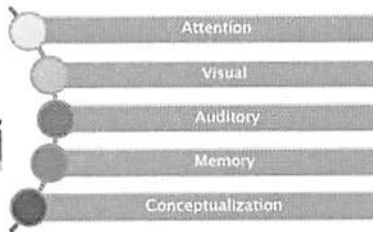
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### How are Cognitive Processes Involved In Reading?





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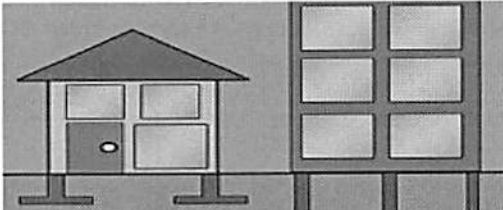
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### Building a Strong Foundation



Parental literacy practices and phonemic awareness skills are strong predictive factors for reading success

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## What do Children Like to Read?

- Books that tell simple stories
- Rhyming books that they can memorize
- Bed time books
- Books about counting, the alphabet, shapes or sizes
- Animal books, vehicle books, special interest books
- Books about favorite characters



From [www.zerotothree.org](http://www.zerotothree.org)  
Brain Wonders

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## Some Ideas for Sharing Books

- Make book sharing an everyday occurrence
- Teach your child book handling behavior
- Talk or sing about the pictures in stories
- Allow your child to turn the pages
- Use your fingers to track the text
- Emphasize punctuation
- Ask questions about the story; and or have your child find letters, words and pictures
- Encourage your child to ask questions and make predictions
- Allow your child to tell the story



From [www.zerotothree.org](http://www.zerotothree.org) / Brain Wonders

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## How Can Parents Cultivate Cognitive Development?

- Draw attention to similarities and differences between objects and experiences
- Encourage discovery learning: allow children to explore their environment
- Provide informal experiences with liquid, mass, and length
- Encourage your child's emerging understanding of time and space
- Help your child develop his/her imagination
- Help your child solve problems
- Visit the library and museums and attend child-oriented workshops and events



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## Reflect and Share

- How can you cultivate your child's interest in reading?
- What can you do at home to help develop their reading readiness skills?

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## Online Tools

<http://www.lapl.org/> LA Public Library; Resources in English and Spanish, homework, research, and library events

[www.healthychildren.org](http://www.healthychildren.org/) American Academy of Pediatrics: Developmental information in English and Spanish

[www.starfall.com](http://www.starfall.com/) Free website for k-2 skills

[translate.google.com](http://translate.google.com/) Translates and pronounces words

[www.miriam-webster.com](http://www.miriam-webster.com/) Dictionary and thesaurus

[www.reading.org](http://www.reading.org/) - International Reading Association; Offers information for parents, such as recommended book lists & brochures

[www.wikipedia.org](http://www.wikipedia.org/) Free online encyclopedia; Offers information in English and Spanish

[www.rhymet.com](http://www.rhymet.com/) Free online rhyming dictionary

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## Online Tools

[www.pbkids.org](http://www.pbkids.org/) Free website offering stories, games and video clips

[www.funbrain.com](http://www.funbrain.com/) Free website offering math and reading games

[www.lexile.com](http://www.lexile.com/) System that matches readers to text; can be useful for choosing books at the library

<http://achieve.lausd.net/Page/884> LAUSD site - offers Common Core State Standards resources for parents (videos and print)

<http://achieve.lausd.net/Page/180#spn-content> LAUSD Multicultural and Multilingual Education Department - offers information about reclassification and Master Plan instructional programs

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strategies you can use to ignite your child's learning and increase  
school success*. Naperville, IL: Sourcebooks, Inc.

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## Questions/Discussion



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Thank You  
Mahalo  
Kiitos  
Tuck  
Toda  
Grazie  
Obrigado  
Thanks  
Gracias  
Merci

Thank You for Your Attention! >>

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