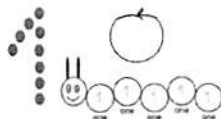


NURTURING YOUR CHILD'S DEVELOPMENT FOR SCHOOL SUCCESS

Cognition and Language Development (Part 1)



Ages 3-6



Presentation developed by
LAUSD Psychological Services

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

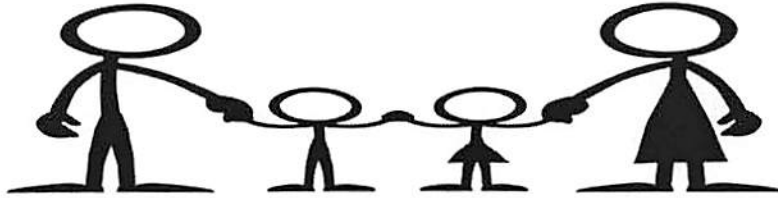


➤ **Question: Why is learning about a child's development relevant to parents?**

- It can inform the decisions we make
- Understanding development can help us set appropriate expectations for our children
- It can guide opportunities we provide for them
- It can help us understand prerequisite skills that support optimal growth

(Santrock, 2009)

Activity



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

➤ **Questions for participants:**

- How did you prepare?
- How accurate were those images?
- Which aspects were confirmed? Which were different?
- How has life changed?

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>

- All of these areas are informed by our own experiences, culture, resources, and family structure
- Our presentation today will flow in and out of these three points, but will focus primarily on the second item, emphasizing its relationship to school success

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.

Definitions:

- Nature - genetic make-up/ biological inheritance
- Nurture – environmental experiences and interactions with other people and the outside world (external factors)
- Stability vs. Change -The degree to which early traits persist or change
- It is important to note that while some areas of development can not be controlled, other areas can be influenced by how we parent

➤ **Question:** What is the difference between development and growth?

- Growth relates to physical changes in size - development refers to a child's ability to think, feel, communicate and move with increasing complexity

True or False

☐ Birth order can influence development

☐ Frequent ear infections can cause delays in language development

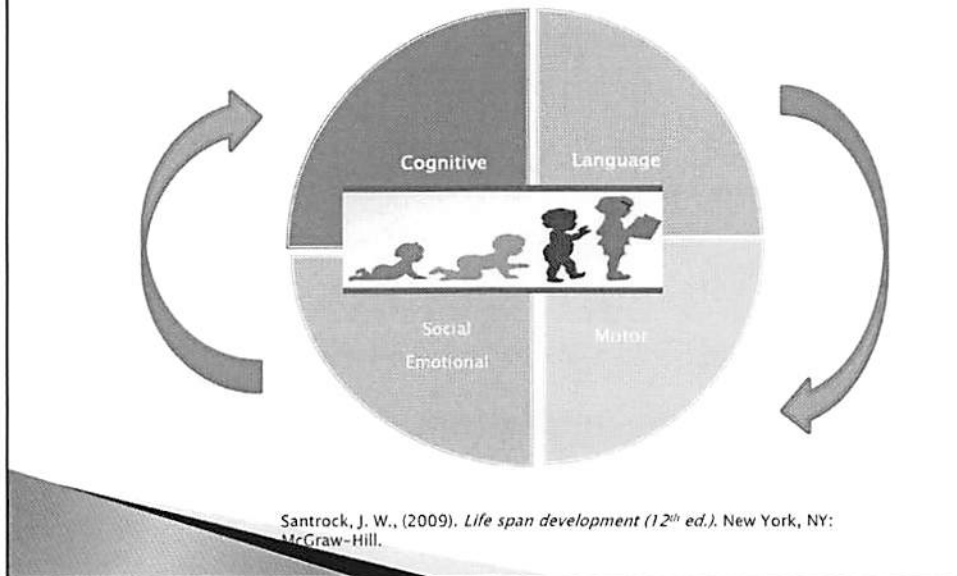
☐ Acute and or chronic stress can affect a child's ability to learn

“Development is co-constructed by biology , culture, and the individual” (Santrock, 2009)

➤ Present the questions to the group and discuss

- **True:** Birth order can shape the experiences we have within our family unit; consider the role of the oldest child as compared to the youngest
- **True:** Chronic and or acute ear infections can interfere with hearing acuity, which may compromise the quality of the information we process
- **True:** Acute stress involves exposure to severe trauma, while chronic stress involves high levels of stress over an extended period of time. Both types of stress can impact a child's physical, emotional, and cognitive functioning.
- Preschool children know the world only through there own experiences, thus it is normal for them to manufacture explanations when they don't have one (Singer & Revenson, 1996)

Core Developmental Domains

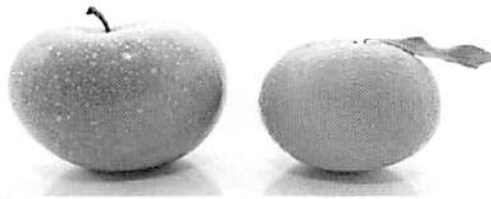


Today we will be discussing two of the four Core Developmental Domains: language and cognition and their relationship to **reading readiness and school success**

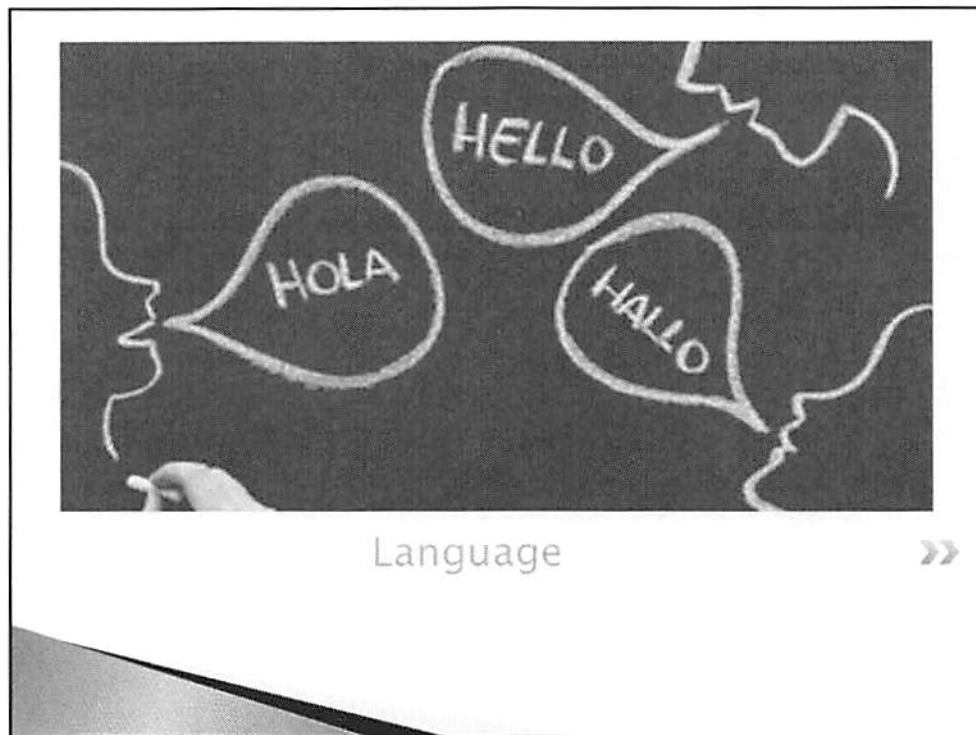
- **Cognition:** the ability think and reason/ make decisions, remember, understand, attend, plan, synthesize & sequence (verbal and nonverbal information) Attention, Memory, Auditory and Visual Processing, Reasoning, Executive Functions
- **Language:** generally refers to ones' listening and speaking ability/ it includes using body language and gestures and involves a child's ability to understand what is heard/observed and the ability to express their thoughts
- All developmental domains converge, interact and overlap
- Stages are sequential, follow same order; but not every child develops at the same rate
- As school psychologists we use observations, interviews, document review, & formal and informal assessments to explain development. Our training includes learning about developmental theories (a set of ideas that explain phenomena and help us make predictions) that help us understand different aspects of development.

Reflect and Share

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



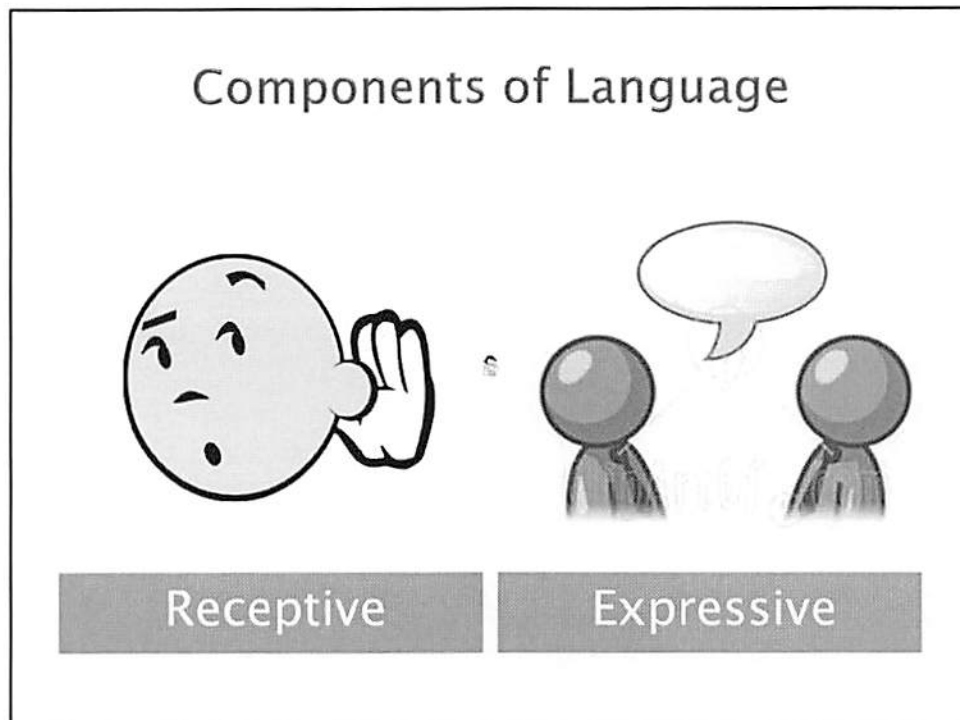
- Discuss participants' responses; inquire about what accounts for differences and similarities



- Children first learn language from their parents and caretakers: **Their competence in spoken language is a strong predictor of their reading ability**
- **Question: How did your children learn to speak?**
- A child listens to the language around him/her- language emerges in infancy and develops through **exposure and responsiveness**
- Language development is shaped by the **amount** and **type** of input you receive; it is **the foundation of literacy development** (we use language pathways to develop literacy skills)
- Cross-cultural uniformity of language milestones support biological predisposition for learning language (Chomsky)
- All languages follow predictable rules; learning these rules are essential to reading. We will discuss these rules in an upcoming presentation
- Language serves both adaptive and cognitive functions: language is used in self-talk which is essential to self-regulation and pro-social behavior/ facilitates metacognitive functions (thinking about thinking) (Levine, 2002; Nevills & Wolfe, 2009; Santrock, 2009)



- **Presenters:** Hover just below the black box. You will see an arrow just below to play the video. This is a “You Tube” video from the First Five organization about the importance of Talking, Reading, and Singing. This is a 31 second Public Service Announcement (PSA) from 2013. While there were newer PSA’s, this one seems to best address this age range
- Emphasize the importance of TALKING, TALKING, TALKING, singing, reading, TALKING , singing, reading, TALKING (etc...) to their child; it opens up their world to words, language, ideas, and more!



- **Language:** involves a child's ability to understand what is heard/observed and the ability to express their thoughts / it serves both adaptive and cognitive functions (verbal and nonverbal)
- **Two Components:** Receptive Language and Expressive Language/ both verbal and nonverbal
- Language consists of socially shared rules for communicating, including listening, speaking, reading, and writing
- Both receptive and expressive language are involved in all aspects of reading
- **Words are used to construct thoughts, and our thoughts are communicated with words**

(Levine, 2002)

Language Milestones



1 yr. old

Children use single words & gestures ("milk").



2 yr. old

Children use 2 word phrases ("want milk").

Children use approximately 100 words.



3 yr. old

Children use 3 word phrases ("I want milk").

Children use approximately 300-500 words.

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

- **Question: What were your child's first words; what are some new words they have acquired recently?**
- **Where did they come from?**

Expected Development:

1 yr. old - wave, point, nod, shake head

2 yr. old = significant increase in comprehension of words, uses approximately 100 words

3 yr. old = understands words for colors, shapes, family, begins to follow 1 step directions

- Language is acquired/developed through interactions, development is dependent on the quantity & quality of exposure as well as adult responsiveness to child's language
- Receptive language (what we hear & understand) develops first; child listens to the language around him/her
- Expressive language comes second.

Language Milestones



4-5 yr. olds

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

Children have a vocabulary of 3000-8000 words.



6 yr. olds

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

Children have a vocabulary consisting of 14,000-16,000 words.

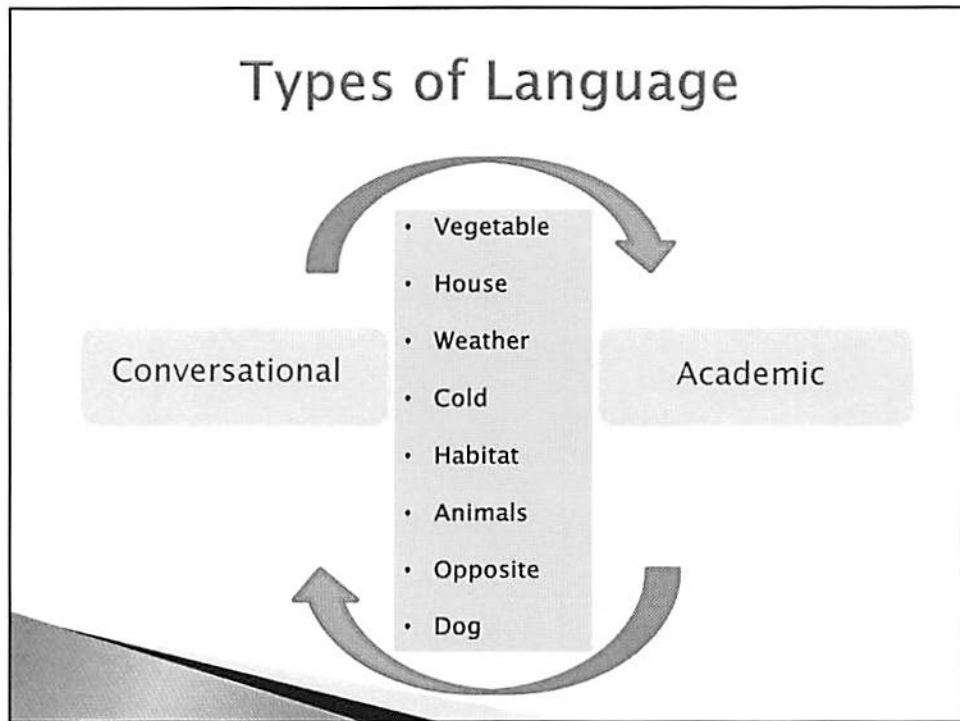
<http://www.asha.org/public/speech/development/34.html>

Expected Development Continued.....

4-5 yr. old = understands words for order (first, last) understands words for time (yesterday, today)

6 yr. olds = understand 2-3 step directions

- Play can facilitate language development- allows children to practice new words/ideas
- Early vocabulary development is linked to early literacy skills and reading comprehension
- **Discuss/Explain rationale** for discouraging the use of "baby talk"

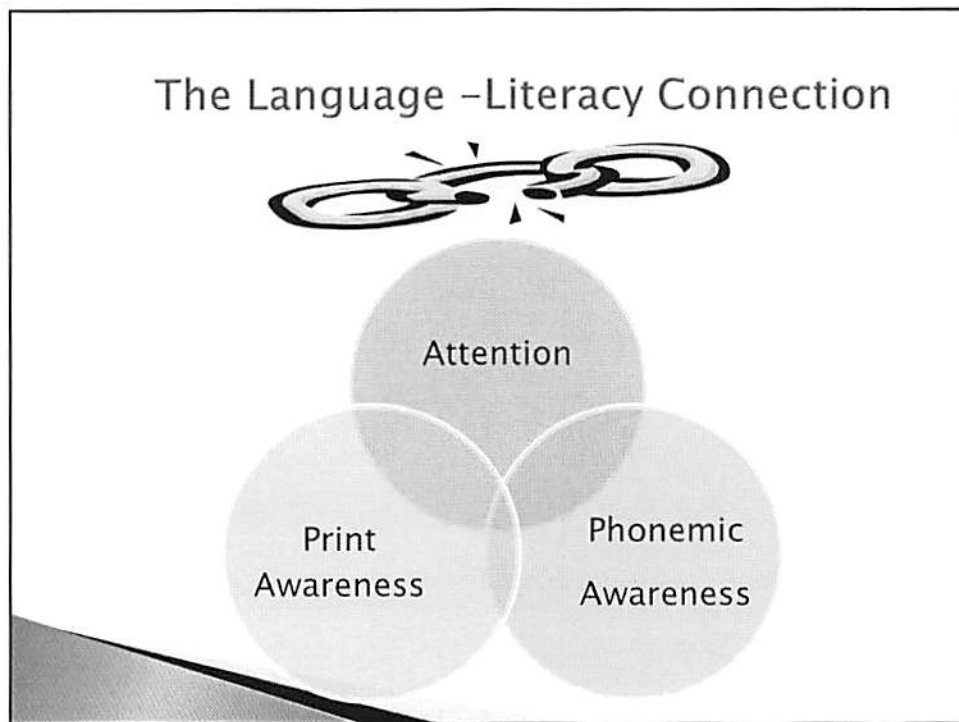


Different Types of Language

- **Conversational:** (Basic Interpersonal Communication Skills) the language used in informal settings, tends to be concrete and consists of high frequency vocabulary
- **Academic:** language related to learning; includes technical language related to concepts & ideas covered across the curriculum and encountered in text, often decontextualized (not used in everyday conversation/ i.e. climate, herbivore, mammal)

(Levine, 2002)

- **Question:** Ask parents to sort the list of words into the two categories.
- In addition to learning about numbers and letters, preschool children will be exposed to a wide range of literature. Conversational terms such as dog and house begin to fit into large categories such as animals and habitats. Example: *The Very Hungry Caterpillar* reinforces concepts related to time – days of the week
- With time, exposure, and practice children will begin to incorporate their academic vocabulary into conversational language



Many parts of the brain work in unison during reading – language helps to prime these networks

- Attention – sustained and selective attention are essential to language and learned through conversation. Both are fundamental to reading
- Phonemic Awareness (words consist of individual sounds) children must learn to isolate and manipulate sounds- alliteration, rhyming, common beginnings, and endings - sound matching
- Print Awareness : **print interest** (attention to print), **print function** (print represents meaning [M- for McDonalds]) **print conventions** (print follows organizational scheme-left to right) **print form** (letters have names) **print part to whole relationships** (letters and words can be grouped together)

Nevills & Wolfe, 2009

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



Second language acquisition best addressed in a separate workshop.

Remind parents that as children learn English, it is important to continue to use the family's L1 (native language) to continue to foster language. We encourage communication!

➤ **Please Note:**

Presenters please consider sharing specific language demographics for your school;

Ask participants to guess

demographics before presenting data

- As per LAUSD (2015-2016) Finger Tip Facts, **141, 490 of 643, 493** LAUSD k-12 students (includes charter schools) were learning English as a second language
- In 2015-2016 **there are 93 languages other than English spoken in LAUSD.**
- Being bilingual can be a choice or necessity: Second language acquisition most common a necessity among LAUSD students.
- According to the National Center for Educational Statistics, more than one in 5 school-aged children (21%) speak a language other than English at home.

- Research suggests that being bilingual is an asset; important to note the challenge of developing “true” bilingual proficiency; partial bilingualism results when child is not fully proficient in L1 or L2 (European countries foster bilingualism in schools/ children learn more than one language)
- Bilingual students carry double curricular load; **they must learn content and language at the same time (provide example) This makes parental support /monitoring essential to their child’s progress.**
- In addition to the quality and quantity of instruction/exposure, affective factors influence an individual’s receptiveness to language
- Affective features: motivation, self confidence, and anxiety can facilitate or impede language acquisition/ consider your child’s temperament
- Remember that overcorrecting may embarrass a child and may make them reluctant to speak, (correcting is not recommended for communicative purposes; it is most productive within an instructional context). Model language and create a language rich environment, reinforce their effort to communicate by expressing interest and being responsive
- Comprehensible input (language that is understood) + low filter/anxiety = optimal conditions for acquiring a second language

(Krashen, 1995)

- Allow the child to hear both (all) languages in the home setting.
- Good language skills start with the adults modeling language. **Avoid baby talk. Children learn what is heard (remember language development depends on the quality and quantity of exposure and a parents responsiveness to language ...) baby talk can result in correction from others , misunderstanding between speakers, and potential discomfort for the child.**
- If a child mispronounces a word, it’s best not say “that’s wrong.” Rather repeat the word correctly and move on with the sentence. The more the child hears the word spoken correctly, the quicker the child will say the word correctly.
- Remember: All languages share some common characteristics and develop in a similar/predictable manner
- Bilingual language development follows a similar developmental trajectory, **but will**

vary depending on when language is introduced (sequential vs. simultaneous) and the amount and type of exposure (quality & quantity)

- **Similar developmental trajectory : single words - sentences, receptive – expressive, although vocabulary may be smaller**

Transfer

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



- Common Underlying Proficiency: concepts, skills and ideas learned in a child's first language will transfer to the second:
- **Discuss the implications on vocabulary, (BICS vs. CALP types of language)**
(Review of previous slide/ word sort activity)
 - Conversational language and academic language are different
 - Conversational language is used for social communicative purposes; it is context rich and can facilitate further language acquisition (a child who is able to request help/i.e. I need help teacher/ is more likely to request and receive assistance)
 - Academic language refers to vocabulary, ideas and or technical language covered across the curriculum and encountered in text, it can be abstract and not commonly used in daily conversations
 - It is important to emphasize that vocabulary will transfer; i.e. it is easier to learn the word apple in English if a child knows the word in Spanish. Experience eating an apple expands the possibility of language development- a child will be able to relate to the taste, smell, feel, and appearance of an apple and perhaps acquire vocabulary to describe those

thoughts

- Background knowledge in the primary language will facilitate development of concepts and ideas in the second language. Thus, exposure and enrichment in one's primary language will facilitate learning in English
- L1 = Primary Language
- L2 = Second Language

Cummins, 1984

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

Listening and Speaking Skills

- Follow one to two step directions: matching objects, pointing to an answer, drawing a picture, performing classroom routines
- Listen to short stories: it is common to observe increased attentional capacity in a child's dominant language/ attention will improve as child develops fluency
- Ask questions using single words, gestures, and phrases: yes/no, bathroom, first, help, thank you,
- Use gestures, single words and phrases to communicate (basic needs, use social greetings and repetitive phrases, state name and age/ address important for children to learn
- Recite familiar rhymes, songs and stories using gestures and familiar vocabulary: nursery rhymes, Itsy Bitsy Spider/ Twinkle, Twinkle Little Star, alphabet sound cards

Reading and Writing Skills

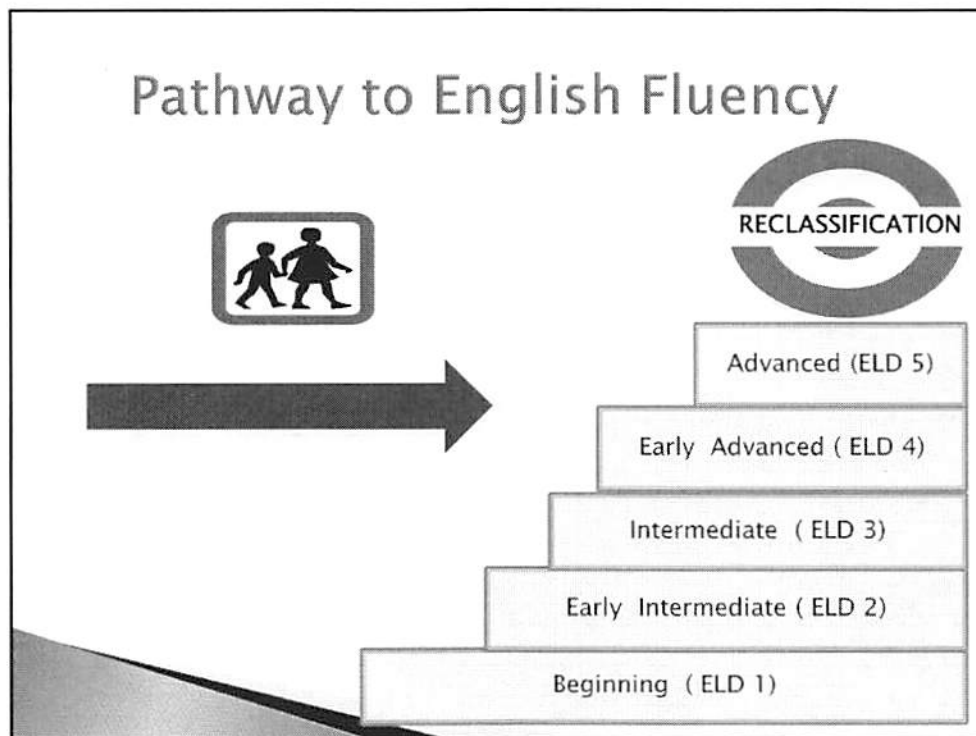
- Recognize alphabet sounds child has heard and can produce; it is important to emphasize the importance of exposure and comprehensible input and the child's repertoire. Child may learn first initial of their name and generalize that skill

(example: "Mary" and "milk" begin with the same letter)

- Repeat spoken English words; individually and/or in a group (choral responding)
- Read own name; important for parents to reinforce at home – easy to do by labeling clothes, personal items and or displaying name in high traffic areas in the house (refrigerator/dresser)
- Retell simple stories using drawings, words, or phrases: recognize story elements: characters and setting, respond to simple factual questions with yes/no answers
- Write first and last name
- Copy shapes and print (familiar words used in class)
- Match upper and lower case letters

➤ **Question: Which of these skills has your child mastered?**

From: LAUSD Portfolio Record/ELD 1 Beginning Level



- Remember: All languages share some common characteristics and develop in a similar/predictable manner
- Bilingual language development follows a similar developmental trajectory: receptive – expressive, single words – sentences; remember: **vocabulary may/will be smaller, children may/will experience a silent period**
- According to the District's Annual Measureable Achievement Objectives, children are expected to progress one English Language Development (ELD) level per grade/ in order to achieve reclassification status. This may vary depending on factors discussed in the previous slide
(affective filter, quality of instruction, exposure, **proficiency in L1**)
- It is important to know your child's ELD level – Ideally, a child will meet reclassification criteria before transitioning to middle school (or sooner)
- Different measures (CELDT, CST, Progress Reports/Achievement/varies by level) are used to determine when an ELL student is ready to reclassify as Fluent English Proficient
- Long Term English Language Learners are grouped in middle school and are matched to curriculum according to their needs (reading levels)

➤ **Question: What might you do, if your child is not making progress in ELD?**

- **Meet with your child's teacher and for specific recommendations. It is important for you to understand what areas your child is struggling with: listening, speaking, reading, or writing. It is not uncommon for ELL's to struggle with advanced reading and writing skills, but it is important that we address these needs early, rather than allow a child to fall further behind.**
- **Develop a goal for improvement and a progress monitoring plan; allow for additional practice, exposure and or support in the area of need across settings (home and school)**
- **Consider your own resources; access additional language support/exposure at the library or use recommended technology**
- **Ask to speak to the bilingual coordinator and inquire about available school based interventions**
- **If progress remains limited, request an SSPT (former LAT) meeting to formalize a plan and consider other options**

➤ **Note to presenters: Pages 13 -15 of the Language Appraisal handbook provides specific instructional recommendations for ELL's and may be useful to review**

(Office of Curriculum, Instruction and School Support, Multilingual and Multicultural Education Department, LAUSD Language Appraisal Handbook, 2013-2014)

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?



Activity:

- Find a partner
- One partner will be "A" the other "B"
- Partner B will summarize for A
- Ask participants to share with the group

How Can Parents Help?

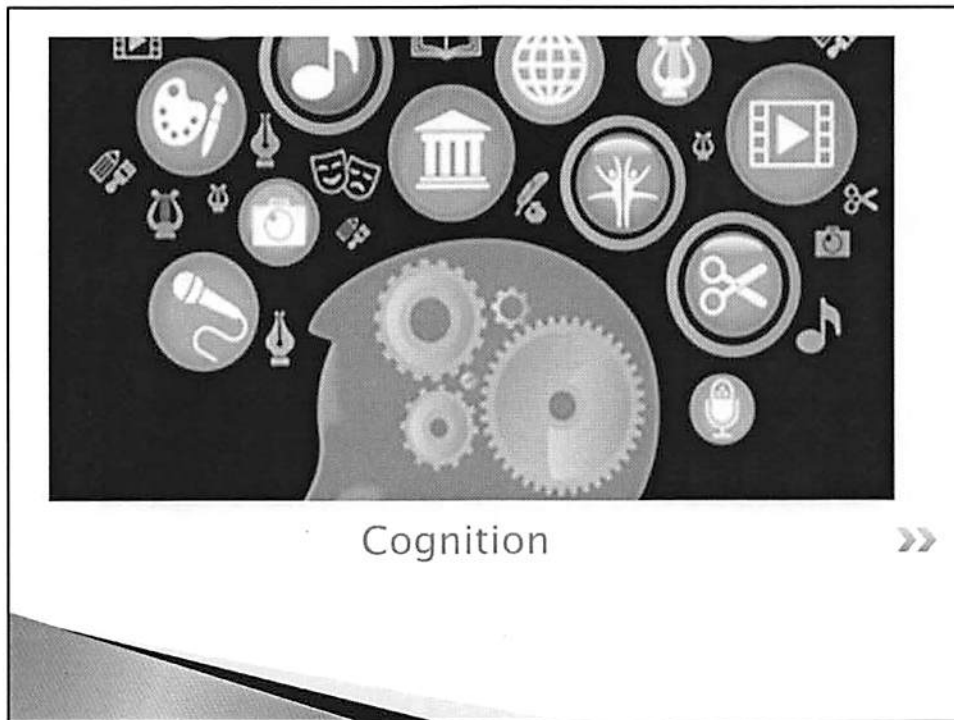
Whatever language you speak at home, continue to:

- 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!**



- Provide language exposure through day to day interactions; **listen, ask questions, rephrase, and encourage/model elaboration; allow children to listen to appropriate adult conversations**
- Build vocabulary: **talk about shapes, colors, patterns & sequence; expose your child to vocabulary slightly above their comprehension level and explain new word meanings**
- Practice nursery rhymes, play word games, and draw attention to sounds: **ask parents to identify/name**
- Encourage your child to explore materials that promote literacy skills (identification of letters and sounds) **magnetic letters, puzzles, books and charts), encourage them to write/scribble with crayons, markers and paint**
- Create a language-rich environment: **discuss what this looks like**
 - Talk to your children; inquire about their interests and model listening skills
 - Read with and to your children

- **Model reading for leisure, pleasure and information**
- **Make reading fun; develop reading rituals- bed time, tea time, follow characters and book series**
- **Label objects at home with word cards**
- **Go to the library and make books, magazines, comic books etc. accessible**
- **Teach children book handling skills**
- **Have a note station: on the refrigerator**
- **Post spelling lists/letter cards in a visible area**
- **Use magnetic letters or word sets**



Cognition: the ability think and reason/ make decisions, remember, understand attend, plan, synthesize and sequence (verbal and nonverbal information)

- Processes involved: attention, memory, auditory and visual, executive functions and reasoning abilities
- According to Piaget learning occurs through assimilation (children take information and insert it into existing patterns) and accommodation (children change previously held ideas to fit new information/patterns)
 - Example: during the sensory motor stage a child will often bring objects to their mouth (assimilation) and may eventually understand that a ball fits in the toy category and not food category through the process of accommodation
- In the following slides we will look at how children make meaning

Cognitive Development

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

Bybee, R.W., & Sund, R.B. (1990). Piaget for educators (2nd ed.) Prospect Heights, Illinois: Waveland Press.

- Piaget's -Preoperational- Pre-conceptual Thought Stage (2-4) Bullets represent skills attained at age 4 or the ending characteristics for this stage.
- Action: representational (signs, symbols and mental images) thought - a child thinks of moving an object (mental action) before doing so
- Understanding of cause and effect is associative - based on her/his immediate perceptions and experiences (Why do we wear a sweater when it is cold? A: Mommy wears a sweater
- Egocentric thought - belief that everyone has the same thoughts, beliefs, experiences and reactions- permeates reasoning and language/ egocentric language reflects what a child is thinking in the moment and can resemble a monologue
- Object permanence is achieved- objects exist even when not in sight
- Conception of time: child begins to understand first and next
- Understands living space
- Emerging mental representations- facilitates memory, schema development (a

network of associations that guide perception) Santrock, 2009

- **Mental reasoning: children know what they know but not how they know it**
- **At age 3-4, children flood caretakers with “Why” questions**
- **Deferred- (delayed) imitation is evident in play: children are able imitate something they’ve observed others do outside of an immediate context: Example: Child using a broom in pretend play**

Bybee & Sund, 1990; Santrock, 2009

Cognitive Development

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

Bybee, R.W., & Press, Sund, R.B. (1990). Piaget for educators (2nd ed.) Prospect Heights, Illinois: Waveland

- Piaget's-Preoperational Intuitive Thought Stage 4-7 (Bullets represent skills attained at age 7 or ending characteristics for this stage.
- Pre-logical reasoning - they can reason in one direction but their arguments remain intuitive; children know what they know but not how they know it.
- Understanding of simple cause and effect relationships remains limited by their difficulty differentiating among truth, fantasy, and realism
 - Cause & effect example from Ordinal Scales: What happens to the sun when it's night?
A: It goes behind the mountain to rest
- Centration defined: the inability to focus on more than one aspect of a problem at a time (evident in a child's inability to conserve- the child will focus on size of container as opposed to the property of liquid/ can sort by one characteristic at a time
- Concept of time – today, tomorrow, in the morning, at night.....
- Conservation of identity – from a qualitative perspective: recognizes surface traits (I have short hair; Sandra's hair is long.) Children are able to conserve the identity of objects; the conservation of identity relates to qualitative characteristics which facilitates an understanding of gender. (Bybee & Sund, 1990; Santrock, 2009)

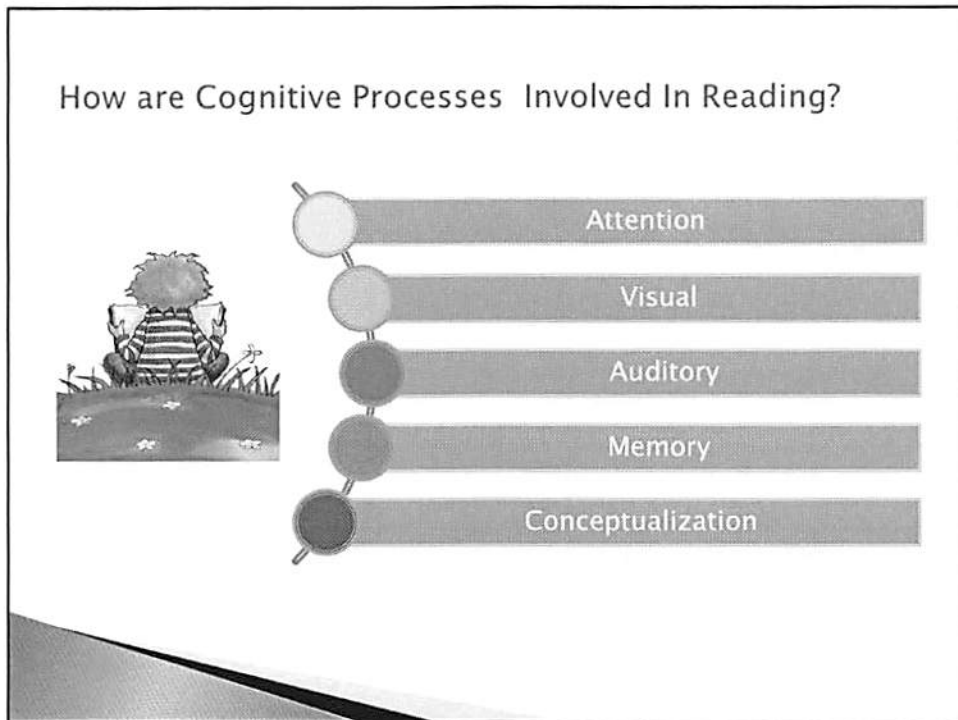
True or False



- 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.

➤ Present the questions to the group and discuss

- False: A 4 year old can think of an action before performing it (He or she might plan on climbing on a chair to retrieve a cookie that is beyond her/his reach)
- True - Typically children ages 4-6 focus on only one aspect of a problem at a time
- True: Six year olds use representational imitation in symbolic play: they might use clay to represent dough, a piece of cardboard to represent a baking sheet and a ruler to represent a spatula. It is important to note that they will imitate this behavior if it has been observed / they've had the experience



Broad Overview:

Attention: (Selective and Sustained) with practice children learn to sustain attention for longer periods of time; they learn to focus on relevant features of a story and or print

Visual: (Orthographic Awareness/ Sensory Input) At this age, children begin to learn how to track print, find pictures, identify letter patterns and high frequency words, and use visualization

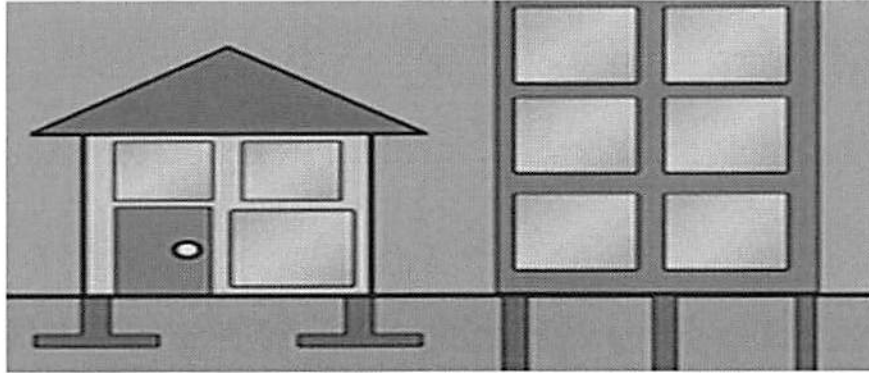
Auditory: (Phonological Processing/ Sensory Input) Children learn that print represents sound; they begin to decode simple texts

Memory: (Short Term/ Working Memory/ Long Term Retrieval) Children begin to develop sound symbol association, they can recall simple sequences, make predictions and retell stories

Conceptualization: (Organization / Categorization) Children use pictures and text to understand stories and ideas

(Nevills & Wolfe, 2009; www.zerotothree.org/ Brain Wonders)

Building a Strong Foundation



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

Reading trajectories while malleable, are established as early as first grade

- Remember: in grades k-2 children are learning to read, in grades 3-5 children are reading to learn
- In the absence of intervention the Mathew Effect will prevail (the rich get richer the poor get poorer)
- The wider the gap the more difficult it is to intervene
- As children get older, affective (self-confidence, motivation, & anxiety) factors related to reading difficulties can lead to behavioral and or emotional issues

Nevills & Wolfe, 2009

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/
Brain Wonders

Question: Brainstorm titles with participants; What is your child's favorite book? What was yours?

- Caution parents about character (Disney) based anthology books that have large amounts of print
 - Anthology books have many stories bound in one text. While the variety of stories may seem attractive to young children:
 - the amount of print on a page is not often always commensurate with a child's attention span
 - the vocabulary may be above the child's comprehension level
 - the quality of the writing may not be as rich as other options

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/ Brain Wonders

- Discuss which of these strategies participants have attempted and what the outcome has been.
- Ask participants to select one strategy they have not used and attempt it before the next workshop.
- **A note to Presenters** - Consider bringing in books to facilitate discussion

(Levine, 2002; Nevills & Wolfe, 2009; Willis, 2006)

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



- Draw attention to similarities and differences between objects and experiences **(at the grocery store, with laundry, on walks)**
- Encourage discovery learning: allow children to explore their environment - **follow their lead**
- Provide informal experiences with liquid, mass, and length
- Assign simple chores: setting the table, sorting laundry, picking up their toys after they have played with the toys, etc.
- Help your child develop his/her imagination; encourage symbolic play/ provide play opportunities with different types of toys (blocks, puzzles, dolls, stacking toys, water play, sandbox, household items/building a “blanket” tent for a picnic; make a structure with simple blocks, etc.
- Help your child solve problems: model and verbalize the

process/present children with problems to solve: What do we need from the refrigerator to make cereal in the morning?; how do we make “toast?”; what do we need to do to help the plants grow in the garden?

- Visit the library and museums and attend child oriented workshops and events
- Encourage your child’s emerging understanding of time and space by drawing awareness to routines and modeling simple organizational skills
- Provide your child hands-on experiences with books; read to your child, discuss pictures, animate stories with puppets and games, model literacy and ask “who,” “what” or “where” questions about pictures



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?

Discuss:

- Invite parents to make an actionable plan. What is one thing they can do to cultivate their child's interest in reading?

Online Tools

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

www.healthychildren.org: American Academy of Pediatrics: Developmental information in English and Spanish

www.starfall.com Free website for k-2 skills

translate.google.com - Translates and pronounces words

www.miriam-webster.com - Dictionary and thesaurus

www.reading.org - International Reading Association; Offers information for parents, such as recommended book lists & brochures

www.wikipedia.org Free online encyclopedia; Offers information in English and Spanish

www.rhymer.com Free online rhyming dictionary

- Explore websites with parents, if time and internet access allows.
- Consider mentioning the following desk-side tools:
 - Dictionary
 - Thesaurus
 - The Big Book of Idioms
 - Timers
 - Markers/ reading windows
 - Pencils/sharpeners

Online Tools

www.pbskids.org: Free website offering stories, games and video clips

www.funbrain.com: Free website offering math and reading games

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

- Explore websites with parents, if time and internet access allows
- LAUSD sites are accessible in English & Spanish

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Questions/Discussion



**Thank
You** *Mahalo*
Kiitos
Tack *Toda*
Grazie
Obrigado **Thanks**
Takk
Gracias *Merci*



Thank You for Your Attention!