

Centre for Research on Brain, Language and Music



THE LANGUAGE RICH CLASSROOM

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Language-Rich Classroom

- Vocabulary
- Inferential Language
- Narratives
- Phonological Awareness

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VOCABULARY



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Vocabulary: Pre-kindergarten

- Plan for Grounding
- Plan for Repetition

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Plan for Grounding

- Carefully selected books
 - Just 2 for reading
 - Variety of different types of thematically related books for reading corner
- Related center activities
- Related crafts
- Related field trip(s)
- Prop box/container

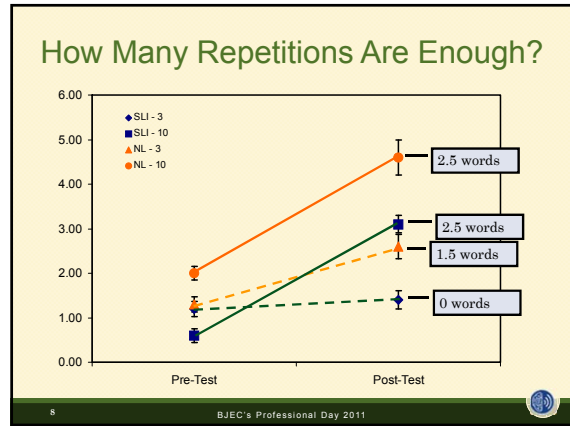
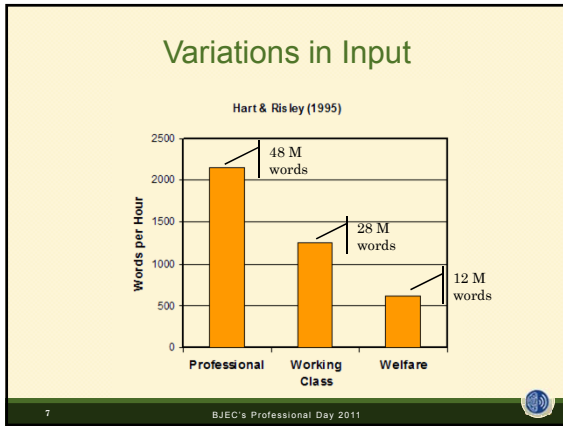
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Plan for Repetition

- Overall amount of parent speech accounts for a substantial amount of variation in vocabulary growth.
- The relative frequency of exposure to specific words is related to the order of acquisition of those words

Huttenlocher et al (1991)

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Plan for Repetition: Examples

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- ### Vocabulary: School-age
- Definitions
 - Explanation
 - Synonym
 - Picture support
 - Retellings
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Explanation: Definition

A grove is a small group of trees (without underbrush).

Out behind the big red barn at the edge of the walnut grove is a most magnificent pond, shaded by an old tree. I'll tell you right now, before it's too late. It belongs to McFeelebee.

Forbid means that he won't let anyone fish in his pond.

And McFeelebee absolutely forbids fishing in that pond. He's put up five signs to prove it. "Before I'll allow any little boys to fish in there," he says, "I'd rather remove it."

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Explanation: Synonym


Sea is another name for ocean.

Everyone warned him. "A pool is not the sea. You can't fish for free, it's stealing. Besides, there's all sorts of surprises in McFeelebee's pond. Nobody knows just what is in there besides fish and old shoes and the things people lose. You'll catch something dangerous so you'd better beware. Fish in that pond? I wouldn't dare!"

But little Georgie P. Johnson just wiggled his nose and pretended not to hear, as if he had molasses stuck in his ear. Of fishing he was very fond, why should he fear McFeelebee's pond?

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Explanation: Picture Support



You see here, this is the catfish. It's a fish but it has whiskers like a cat.

All of a sudden with a bob and a jerk, the fishing line woke him. Grabbing the pole and holding on tight he used every muscle to fight what was without doubt the biggest of trout.

He pulled ten minutes before seeing that what he had caught was not a trout, but a huge grisly catfish. How could he have been so wrong? Its whiskers alone were a foot long!

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Teaching Vocabulary


- A 41% gain in vocabulary knowledge was observed between pretest and follow-up
 - Suggests that it is feasible for children to acquire 400 new words per year
- This means teaching 1000 new words or about 25 words per week.

Biemiller & Boote

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INFERENCE LANGUAGE



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Inferential Language



- Become involved in the lives of the characters
- Begin to understand motivations
- Think and talk about meanings of words
- Expand knowledge of the world
- Actively make sense of story by...
 - Making predictions
 - Drawing inferences
 - Questioning why

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For Preschoolers:

Actively make sense of story by...

- making predictions
- drawing inferences
- questioning why

Where are Grandma and Little Critter going?

Why are they wearing hats?

What might happen if Little Critter ran out on the road?

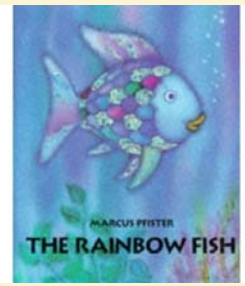
We went to the beach, Grandma and me.

What do you think is in Grandma's basket?

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For School-Age Children:


- Engage in reflective analysis after the story has been read:
- More focus on the motivations and reactions of the characters
 - Why did the little blue fish want a glittering scale?
 - What do you think about the Octopus' advice to the rainbow fish?



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NARRATIVE



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Narrative Development

- Types of narratives
 - Scripts
 - Event sequences that describe routine familiar events in the child's life
 - Personal event narratives
 - Recount past events experienced by the child or someone else
 - Requires planning and sequencing of events without a prior structure
 - Story narratives
 - Fictional story with conventional structure
- Stages in story development
 - Heap
 - Description
 - Action sequence
 - Primitive sequence
 - True narrative

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Narratives

- 1. Scaffolding personal event narratives
- 2. Scaffolding retell of story narratives
- 3. Explicit instruction in creation of fictional story narratives

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Prizeman, C., B. Snow, and A. McCabe. Encouraging narratives in preschoolers: an intervention study. *Journal of Child Language*, 1999, 26, p. 49-67.

Personal Event Narrative

→ 1. Were you playing with Dalton?	1. Yes.
→ 2. And Robert?	2. Yes, no. He pinched me.
→ 3. He pinched you? Why did he pinch you?	3. I don't know.
→ 4. What did you have for lunch today?	4. Sandwiches.
→ 5. No. I don't think so. That's not what your teacher told me. What did you have?	5. What did we have?
→ 6. See if you can remember. Do you remember what you had for lunch today, Matthew? Here, look at your shirt. See this? What was it?	6. I don't know.
→ 7. I think it was spaghetti. And did you eat all your sp... your lunch?	7. No.
→ 8. Why not? You always eats a good lunch. What did you do in circle time this morning?	8. Nothing.
→ 9. Nothing? Did you play a game? You didn't play any games.	9. Teacher didn't let, let us.
→ 10. She didn't let you? How come? Did she read to you?	10. Yes.
→ 11. That's good. Do you remember what the story was about, that she read to you?	11. She never read none.
→ 12. Do you remember about the dream you had last night?	

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Prizeman, C., B. Snow, and A. McCabe. Encouraging narratives in preschoolers: an intervention study. *Journal of Child Language*, 1999, 26, p. 49-67.

Family Literacy Intervention



→ 1. What are you drawing?	1. It's a, it's a fallen down thing.
→ 2. A fallen down thing? What's a fallen down thing?	2. It's a monkey bars.
→ 3. Oh, monkey bars.	3. At the park.
→ 4. At the park. You were at the park today, weren't you?	4. With my cousin.
→ 5. With your cousin. Who's your cousin?	
→ 6. Gregory. Do you like him a lot? Yeah. What did you do at the park?	5. Gregory.
→ 7. You took your sneakers off? What else?	6. Um, took our sneakers off.
→ 8. It was all sticky, was it? On your toes.	7. Go over where all the sand is on. And I walked, and it's all sticky.
→ 9. You stepped in the car?	8. And I stepped in the car.
→ 10. You got sand in my car? Ooh.	9. With no shoes and I got sand in the car.
→ 11. Yeah. What else did you do at the park?	10. Dirty, Mom.
→ 12. No. I think the monkey bars are too big for you.	11. Um, I didn't get on monkey bars.
→ 13. No.	12. I got on them before. 'Member?
→ 14. Oh, yeah. Judy. You were down with her, were you? What did you do then?	13. With, down there, you know. You know, the lady, Judy.
→ 15. She let you on the monkey bars?	
→ 16. I didn't go with you, so I didn't know what you did. What else did you do?	14. I get on the monkey bars.
→ 17. She what? She gave you an underduck? Holy cow.	15. Yeah. You do, 'member.
	16. Um, goed on the slide, and she gave me a underduck.
	17. Holy catfish.

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Dialogic Reading


Thomas' Snowsuit
 Yep, T makes the [t] sound.
 T is for Tyler and T is for Thomas. This word says Thomas. *Thomas' Snowsuit*.
 Let's read the book together.
 You can help me.

had a big fight about the snowsuit and wrecked the T, T is for Tyler.


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One day Thomas' mother bought him a nice new snowsuit. That's right. You can you think of something that disgusts you? Something you really don't like? Mom is happy because she really likes the snowsuit. Um, peas, I really don't like peas. Crazy! "We'll see about that." And his mother said... Oh yeah, you won't eat peas. You think they are disgusting. But I like them a lot. Different strokes for different folks. Same thing with the snowsuit. Thomas' mother likes it but Thomas is disgusted. When Thomas saw the snowsuit he said "That is the ugliest thing I have seen in my life! If you think that I am going to wear that ugly snowsuit you are ..."




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The next day, when it was time to go to school, the snowsuit and tried to stick them together. Then they had a big fight and wrecked the room. And now Thomas is in the snowsuit. That's right, he said "no!" His And then what happened? "The snowsuit on your snowsuit." And Thomas said "No!" He's unhappy. Yeah, he's unhappy. I'd say disgruntled or grumpy. He's very grumpy in that snowsuit. ... an enormous fight and ... Thomas was in his snowsuit. ... Thomas' face now. How does he feel?



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Thomas went off to school and hung up his snowsuit. When it was time to go to school the other kids jumped and ran out the door. Please put on your snowsuit but Thomas said "no" and then the teacher jumped up and down and said "put on your snowsuit!" And how do you think the teacher feels? Maybe more like frustrated. Defiantly Angry?




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Explicit Instruction in Story Elements

- Main character
- Setting
- Initiating event
 - (problem)
- Attempts
 - (to solve the problem)
- Reactions
- Dialogue
- Number of elements
- Detail
- Coherence
- Linguistic sophistication


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Let's make up a story about this picture. First, let's talk about who's going to be in our story and where our story is going to take place. The boy in the river. Here a tube and here another tube. This girl, her pointing at him. Another girl looking at him. Here a bridge...and a waterfall.



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That's right. The boy is tubing in the river. There are some big rapids! Two girls are watching him. Oh no! What do you think might happen in our story? The boy fall in the river!



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The boy falls in the river. Can he swim?

No, him don't know how.

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He doesn't know how! That would be scary! That's a good 'problem' for our story. A boy falls in the river but he can't swim. How will the boy get back to shore?

Him hafta yell "Help, help!" And she'll save him.

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The boy was tubing in the river. He fell in the water but he doesn't know how to swim. He yells 'Help, help!' and the girl saves him.

This is a great story. Let's start over and tell this story again.

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PHONOLOGICAL AWARENESS

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Phonological Awareness

- Awareness of the sound structure of spoken language

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Teaching PA - Preschool

- Need to teach PA directly
 - Children will not learn it incidentally
- Listening activities: words and speech sounds
 - Match sounds to letters
 - Remember sequences of words or sounds
 - Detect mismatch with expectations
- Syllable awareness
 - 1 vs. 2 vs. 3 vs. 4 syllables
 - Counting the number of syllables
 - "Deleting" a syllable from a word
- Rime and onset awareness
 - Matching and sorting on the basis of rime
 - Matching and sorting on the basis of the onset

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National Reading Panel: Characteristics of effective programs

- Effective programs taught one or two skills to mastery
- Effective programs lasted between 5 and 18 hours
- Effective programs made explicit links between PA skills and letter knowledge and/or reading
- Effective programs taught children in small groups

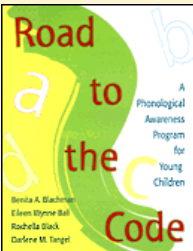
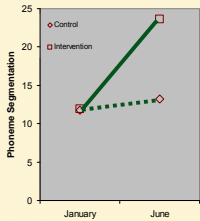
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Sound Foundations

- Targets
 - Initial /s/, /m/, /p/, /l/, /t/ and /æ/
 - Final /s/, /m/, /p/, /l/, and /t/
 - /f/, /g/, and /z/ are also normally part of this program
- Procedures
 - Worksheets for sound matching
 - Posters for identifying target words
 - Card games such as Snap
 - Dominoes-like game
 - Recorded jingles with alliteration

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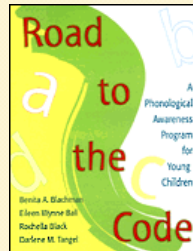
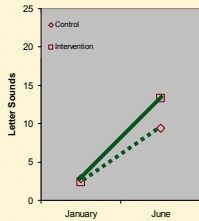
Kindergarten Intervention Effects

Month	Control	Intervention
January	~12	~12
June	~13	~23

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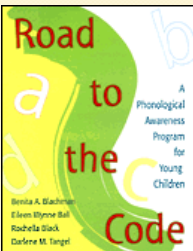
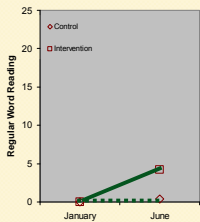
Kindergarten Intervention Effects

Month	Control	Intervention
January	~2	~2
June	~10	~14

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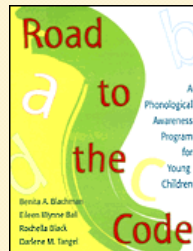
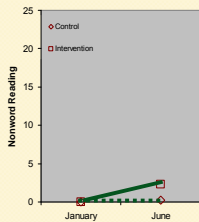
Kindergarten Intervention Effects

Month	Control	Intervention
January	~0	~0
June	~0	~4

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Kindergarten Intervention Effects

Month	Control	Intervention
January	~0	~0
June	~0	~2

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Teaching PA – School age

- Syllable awareness
 - "Deleting" a syllable from a word
- Rime and onset awareness
 - Blending onsets and rime
 - Segmenting onset and rime
- When school-age children have not learned PA
 - Intensive intervention tied to the orthography

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Word Building Procedure

s a t

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Word Building Procedure

s a p

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Word Building Procedure

t a p

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Word Building Procedure

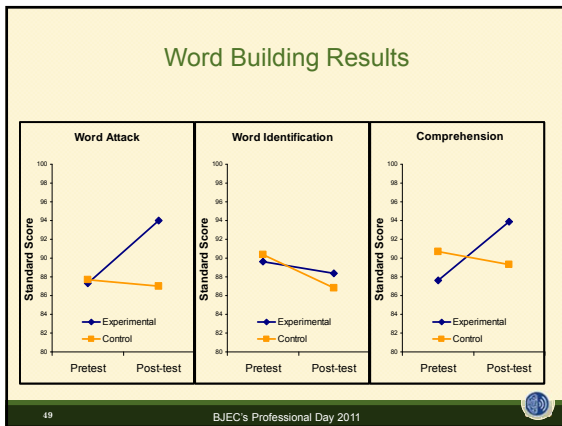
t o p

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Word Building Procedure

s t o p

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- ### Classroom Based Language Interventions
- Wilcox et al. (2011): TELL Curriculum
 - Schwanenflugel et al. (2010): PAVEd for Success
 - Dickinson, D.K., & Tabors, P.O. (2001). *Beginning Literacy with Language*
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- ### Acknowledgements
- Centre for Research on Language, Brain and Music
 - Social Sciences and Humanities Research Council
 - Fonds de recherche en santé du Québec
 - Canadian Language and Literacy Research Network
 - Natural Science and Engineering Research Council
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