

- Children need frequent opportunities to talk about their experiences and ideas using words, phrases, and sentences





Principle 2

Talk About Experiences and Ideas

Outcomes

- **Adults** will support children's efforts to communicate by providing them frequent opportunities to talk.

- **Adults** will engage children in conversation by:
 - Commenting
 - Asking questions
 - Responding to children's comments or questions

Iowa Early Learning Standard

- **Children** understand and use communication and language for a variety of purposes.



Benchmarks

- **Children** will initiate, listen, and respond appropriately in conversations with peers and adults.
- **Children** will ask and answer a variety of question types.
- **Children** will speak in sentences of increasing length and complexity.

Listen for the **adult** to...

- Comment
- Ask questions
- Respond to the child





- MATCH children's level of understanding
- Be sure to GIVE children time to talk
- ENGAGE children in conversation





Match and Add to Child's Level of Understanding

**If child
uses
2-3 word
sentence**



**Respond
with
3-5 word sentence**

**If child
uses
3-5 word
sentence**



**Respond
with
5-7 word sentence
or
two sentences**

- Allow “thinking time”
- Wait at least 5 seconds for child’s response
- Allow ample “talking time”



- MATCH children's level of understanding
- Be sure to GIVE children time to talk
- ENGAGE children in conversation



Strategies

- **Comment** or make statements
- **Ask** a question
- **Respond** and add new information to child's comment or question





C A R

- Describe a toy or other object child is playing with
- Describe something the child is doing
- Get engaged by 'pretending' with materials child is using





■ Yes/No

- Do you...
- Are you...

■ 'Wh--'

- Who, What
When, Where

■ Open-ended

- Why?
- How?
- What would happen if...?



Strategies

- **Comment** or make statements
- **Ask** a question
- **Respond** and add new information to child's comment or question

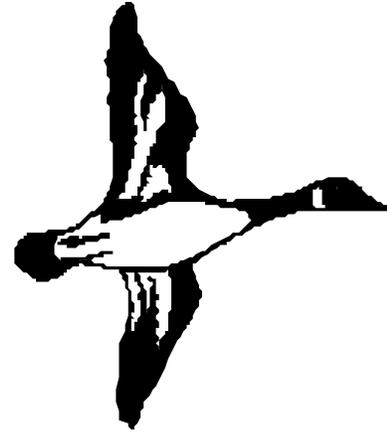


■ Before

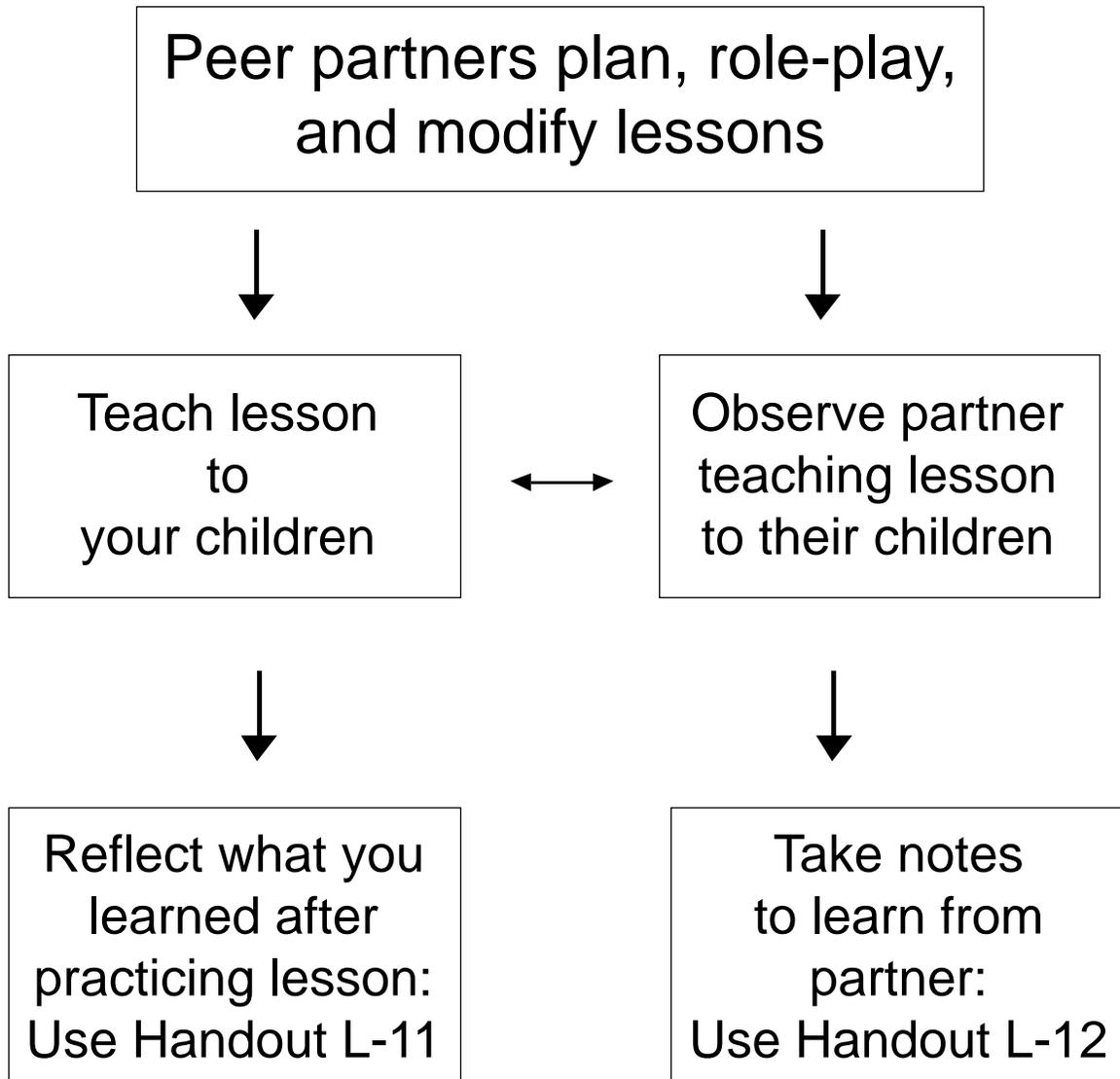
■ **During**

■ After

...an experience or activity



- STEP 1:** Talk to your partner about your planned experience.
- STEP 2:** Think up comments and questions to use before your planned experience.
- STEP 3:** Talk with your partner about how children might respond to your comments and questions.
- STEP 4:** Role-play. Practice using before activity comments and questions with partner. One person plays the adult; the other plays the child.
- STEP 5:** Switch roles and practice again.



- Bring Handouts L-11 and L-12 to class

- Review and use **C A R** strategies



- Questions?

