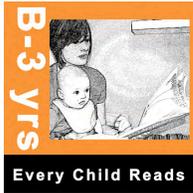


Module II
How Infants and Toddlers Learn
Language and Literacy



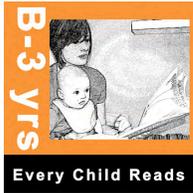
Module II

How Infants & Toddlers Learn Language & Literacy

Key Topics/Strategies Taught in Module II

At the conclusion of this module, participants will:

- Describe what infants and toddlers are learning when they watch and listen to adults.
- Listen to infants' and toddlers' sounds, watch their movements, facial expressions and the way they make or avoid eye contact to determine their wants or needs.
- Respond as quickly as possible to the cues infants and toddlers give them.
- Follow the infants' and toddlers' lead.
- Identify what infants and toddlers learn about language and literacy from watching and listening to adults.
- Provide quality experiences that are real, developmentally appropriate and interesting.
- Include language and literacy in daily care giving routines, experiences and activities.
- Provide a supportive language and literacy environment.
- Point to and talk with infants and toddlers about pictures, photos, signs, labels and other meaningful print in the environment.



Module II

How Infants & Toddlers Learn Language & Literacy

Notes to Trainer

1. This module is divided into four parts:
 - Part 1: "Watching, Listening and Responding to Infant and Toddler Cues" (Training Session 2, page 7).
 - Part 2: "Being a Language and Literacy Model" (Training Session 2 continued, page 29).
 - Part 3: "Including Language and Literacy in Daily Care Giving Routines and Experiences" (Training Session 3, page 38).
 - Part 4: "Creating a Supportive Language and Literacy Environment" (Training Session 4, page 75).
2. When conducting two-hour training sessions, teach using the following plan:
 - Module II, Part 1, "Watching, Listening and Responding to Infant and Toddler Cues," and Module II Part 2, "Being a Language and Literacy Model" are taught in Training Session 2 (pages 6-36).
 - Module II, Part 3, "Including Language and Literacy in Daily Care Giving Routines and Experiences" is taught in Training Session 3 (pages 37-73).
 - Module II, Part 4, "Creating a Supportive Language and Literacy Environment" is taught during the first hour of Training Session 4 (pages 74 – Module III page 25). The second hour of Training Session 4 will take you to Module III "Engaging in Conversations with Infants and Toddlers" Part 1 "Talking Often with Infants and Toddlers: Why and How." Training instructions for Module III are found in that module.



Module II

How Infants & Toddlers Learn Language & Literacy

3. Handout 7, "PowerPoint Notes: Module II, Parts 1-4" is a handout participants will use during all 4 parts of this module. At the end of Training Sessions 2 and 3, remind them to bring Handout 7 back with them.

Time

Module II approximate times do *not* include any breaks. The times for each part are as follows:

Part 1, "Watching, Listening and Responding to Infant and Toddler Cues," one hour (Training Session 2, page 7).

Part 2, "Being a Language and Literacy Model," 50 minutes (Training Session 2 continued, page 29).

Part 3, "Including Language and Literacy in Daily Care Giving Routines and Experiences," 2 hours (Training Session 3, page 38).

Part 4, "Creating a Supportive Language and Literacy Environment," 55 minutes (Training Session 4, page 75).

The times listed for each of the 4 parts and the activities within each part are guidelines. Some groups may take more or less time.



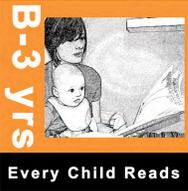
Module II

How Infants & Toddlers Learn Language & Literacy

Materials Needed

Materials pertaining to the individual parts of the module are listed with the information pages for the respective parts. (See pages 8, 39, and 76)

- *Supplemental Trainer Materials for Module II:*
 - First Words Project Session 1: Infant and Toddler Play Group. "How and Why Young Children Communicate." Tallahassee, FL: Florida State University. Available at <http://firstwords.fsu.edu/infoParents.html>.
 - Center for Early Literacy Learning (CELL) handouts for practitioners. Available at www.earlyliteracylearning.org/pgpracts.php.



Module II: How Infants & Toddlers Learn Language & Literacy

Part 1: Watching, Listening & Responding to Infant & Toddler Cues
Part 2: Being a Language & Literacy Model

Session 2



Module II: How Infants & Toddlers Learn Language & Literacy

Part 1: Watching, Listening & Responding to Infant & Toddler Cues
Part 2: Being a Language & Literacy Model

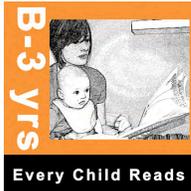
Key Topics/Strategies Taught in Module II, Parts 1 and 2 Only

At the conclusion of Parts 1 and 2, participants will:

- Describe what infants and toddlers are learning when they watch and listen to adults.
- Listen to infants' and toddlers' sounds, watch their movements, facial expressions and the way they make or avoid eye contact to determine their wants or needs.
- Respond as quickly as possible to the cues infants and toddlers give them.
- Follow the infants' and toddlers' lead.
- Identify what infants and toddlers learn about language and literacy from watching and listening to adults.

Notes to Trainer for Module II, Parts 1 and 2 Only

1. Prepare chart paper. See Trainer Script #53, page 31.
2. There is 1 "Back at Work" assignment for this two hour training session, Handout 11.
3. Watch DVD clips.
4. Post meeting guidelines.



Module II: How Infants & Toddlers Learn Language & Literacy

Part 1: Watching, Listening & Responding to Infant & Toddler Cues
Part 2: Being a Language & Literacy Model

Time for Parts 1 and 2 Only

Module II, Part 1 and Part 2 together take approximately two hours to teach with one 10-minute break. The times listed for the activities are guidelines. Some groups may take more or less time.

Materials Needed for Parts 1 and 2 Only

- *Handouts (1 per participant unless otherwise indicated):*
 - H7: "PowerPoint Notes: Module II, Parts 1-4"
 - H8: "What I Want to Remember" (*Duplicate on colored paper.*)
 - H9: "Reading and Responding to Cues: Observation Form"
 - H10: Parenting Counts brochure, "Getting in Tune With Baby"
 - H11: *Two copies per participant of "Back at Work: Watching, Listening and Responding to Infants and Toddlers"*

- *Other Supplies and Materials Needed for Parts 1 and 2 Only:*
 - DVD "The First Years Last Forever"
 - DVD player and TV
 - 1 postcard per participant of "Every Baby Communicates in Unique Ways!"
 - Chart paper, different colored markers, tape



Module II: How Infants & Toddlers Learn Language & Literacy

Part 1: Watching, Listening & Responding to Infant & Toddler Cues
Part 2: Being a Language & Literacy Model

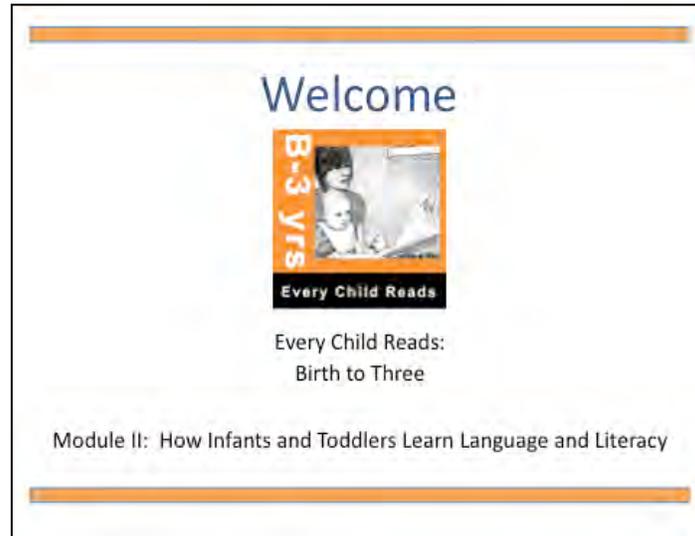
- Computer
- LCD projector with speakers
- Screen
- *DVD Clips for Parts 1 and 2 Only:*
 - "The First Years Last Forever" segment 7:07-12:03, Chapter: "Communication" (#10 in script, page 16)
 - "Making Everyday Moments Count!" Chapter: "Book of Jenny" (#16 in script, PPT#8, page 19)
 - "Making Everyday Moments Count!" Chapter: "Copycats" (#50 in script, PPT#13, page 30)
 - "Celebrating Language and Literacy for Infants, Toddlers and Twos" Video #1 with same title, "Celebrating Language and Literacy for Infants, Toddlers and Twos" segment 4:19-4:22 (#54 in script, PPT#14, page 32)
 - "Celebrating Language and Literacy for Infants, Toddlers and Twos" Video #2, "Strategies for Early Language and Literacy Development," Chapter: "Modeling Literacy in Everyday Life" segment 9:10-10:05 (#56 in script, PPT#15, page 33)



Module II, Part 1 Trainer Script



PPT #1



Welcome the group. If the participants don't know each other, ask them to re-introduce themselves and tell the group where they work.

Review the meeting guidelines, Handout 2, "Beliefs, Assumptions and Key Topics/Strategies" and the agenda for the session.



#7

Distribute Handout 7, "PowerPoint Notes: Module II, Parts 1-4." Encourage the participants to take notes.

1. We are now ready to begin Module II, "How Infants and Toddlers Learn Language and Literacy."



PPT #2

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

2. Infants and toddlers learn language and literacy by:

- Interacting with responsive adults.
- Watching and listening to adults.¹
- Experiencing routines and activities that engage their senses.
- Exploring toys, books, and materials in their environment.²



PPT #3

Infants/Toddlers are most likely to learn when:

- Learning is fun
- They have trusting relationships with important adults in their lives
- The adult follows the child's lead

3. Before we discuss each of these 4 specific ways infants and toddlers learn, let's review some general principles of learning. Infants and toddlers are most likely to learn when:

- The learning experience is fun. If it is, children will be motivated to keep learning. "You can't stop a young child from learning to talk or walk. Nor can you keep a young child from observing what happens when she or he throws something on the floor or experiments with peek-a-boo and hide-and-seek to understand what happens when things disappear and reappear. Children are born engaged in learning. Adults can either keep this engagement in learning alive or shut it down." ^{3,4}

- They have trusting relationships with the important adults in their lives.^{5,6} When adults interact with infants and toddlers and respond quickly to the cues they give them, infants and toddlers begin to build trusting relationships with the adults. Infants and toddlers who have trusting relationships with adults feel safe and secure and are more likely to explore their environment and learn from it.
- "...When the adult follows the child's lead, extending, elaborating and building what the child is working on."⁷ Adults need to notice what infants and toddlers "...are curious about and are trying to learn and do."⁸

4. Questions or comments about these general principles?



PPT #4

How do infants and toddlers learn language and literacy?

- They learn by interacting with responsive adults:
 - Verbal: Talking
 - Nonverbal: Touch, eye contact, etc.

5. Let's turn our focus to the first of the 4 specific ways infants and toddlers learn language and literacy: They learn by interacting with responsive adults.
6. The interactions can be verbal, such as talking, or nonverbal such as touching or making eye contact. The infant or toddler makes a sound, moves his body, changes his facial expression or establishes eye contact and the adult responds by talking with the child, holding him, and so on. The infant then responds to the adult's words or touch with another sound, movement, facial expression or eye contact and the "dance" between them, as it is sometimes called, continues.



PPT #5

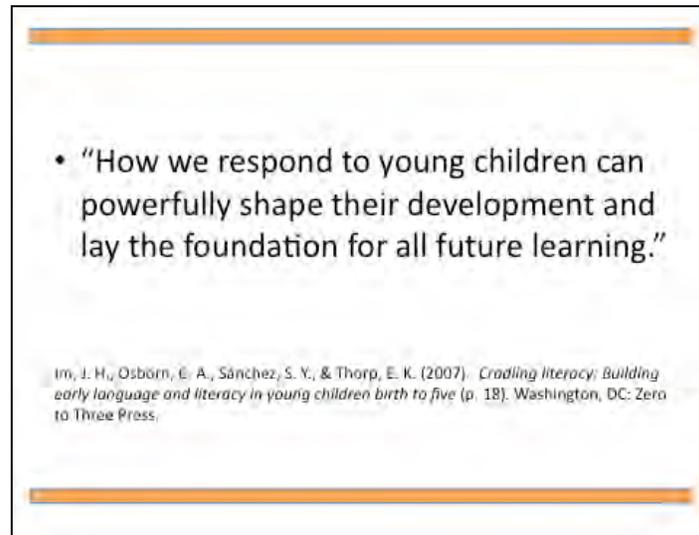
- Infants/toddlers communicate what they want and need from the moment they are born.
- Adults need to watch and listen for cues and respond in a timely, patient and kind manner.
- When adults respond to their signals, infants/toddlers learn that they can affect other peoples' behavior and get what they want or need.

7. Infants and toddlers communicate what they want and need in different ways from the moment they are born. They can't always use words but they can send signals or cues.⁹

8. Adults need to watch and listen for these cues and respond in a timely, patient and kind manner to those signals. When we respond to children's signals, infants and toddlers learn that they can affect other peoples' behavior and get what they want or need. They learn they can send a message through their cues and adults will react. This encourages them to keep communicating with us through sounds, facial expressions, eye contact, and body movements. It also makes them feel safe and secure.



PPT #6



9. "How we respond to young children can powerfully shape their development and lay the foundation for all future learning."¹⁰ An available and attentive caregiver can, by watching and listening to infants' and toddlers' cues and responding appropriately, stimulate curiosity, exploration and communication.¹¹



7:07-12:03

10. Let's watch a clip from "The First Years Last Forever " that illustrates these points.

Show the DVD, "The First Years Last Forever" segment 7:07 (the screen will say "Communication") to 12:03 (stop right after Dr. Brazelton stops talking and an infant with a book appears).

11. What did you learn from this clip?

Mention the following if the participants don't:

- Infants will give you cues.
- It is important to learn to "read" the infant's cues.
- Every time you "read" an infant appropriately, he will let you know, "That is what I wanted."
- Infants want to feel that someone cares and understands—that they are connected to other people.

Module II, Part 1 Trainer Script

12. "Researchers have found that infants expect responses from adults and will try different ways to get adults to respond." They have also found that infants will become upset and withdraw if no interaction or response happens.¹²



#8

Distribute Handout 8, "What I Want to Remember."

13. Take 2 minutes to write what you want to remember about what we have discussed so far.

After 2 minutes, call the group back together.



Cues can be grouped into 4 categories:

- Sounds or vocalizations
- Facial expressions
- Body movements
- The way they make or avoid eye contact

14. The cues that infants and toddlers give us can be grouped into 4 categories:
 - Sounds or vocalizations (cooing, crying, giggling, saying words).
 - Facial expressions (wrinkle nose, smile).
 - Body movements (kick legs, hands in fists, point, bring an object to you).¹³
 - The way they make or avoid eye contact.¹⁴
15. All cues do not mean the same thing. Every cry does not mean the infant or toddler is hungry. It could mean they are hurt, tired, bored, frustrated and so on. It will vary from child to child. Each infant and toddler is unique.



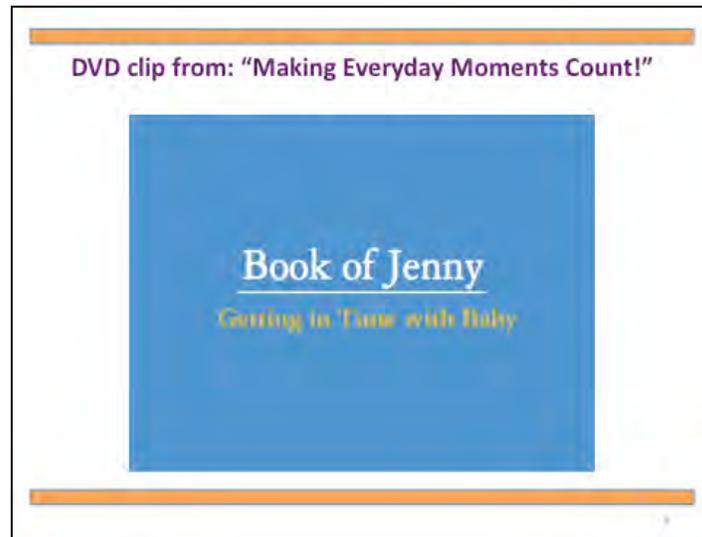
#9

Distribute Handout 9, "Reading and Responding to Cues: Observation Form."

16. Let's see if we can identify some cues or signals an infant may give us. We will watch a DVD clip twice. In the first column of your handout, write the cues the infant gives her parents. In the second column, write how the parents respond to the cues. Pay attention to facial expressions, body language, eye contact and tone of voice.



PPT #8



Show this DVD 2 times.



Module II, Part 1 Trainer Script

17. The first cue the infant gave was when she was fussing. The parents interpreted that cue to mean she wanted to be burped, Chapter 6. The second cue was a facial expression, which meant she wanted a diaper change—page 32. The third one was when she was cooing, smiling, and grabbing her feet which the father thought meant she wanted to play some more—Chapter 13.
18. What other cues did she give and what did the father think they meant?

Mention the following if the participants don't:

- Cue: Smiling and cooing as she stood in front of the mirror. Response: Father thought she wanted to continue the activity and did so.
 - Cue: Cooing. Response: Father touched noses with her.
 - Cue: Frown. Response: Father thought she wanted to go to dinner with her parents.
19. Jenny and her father are interacting with each other and having a conversation! They are taking turns—Jenny says or does something, the father responds and Jenny responds to his response.



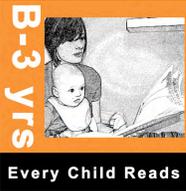
#10

Distribute Handout 10, the Parenting Counts Brochure, "Getting in Tune with Baby: Helpful Parenting Tips."

20. Please read this brochure.

After 4 minutes, call the group back together.

21. Are there other cues the infants and toddlers in your care give you that tell you they are hungry? Sleepy?
22. Comments or questions about this brochure?
23. Remember the phrase, "Follow the child's lead?" We mentioned that it was one of the general principles of how infants and toddlers learn. Watching and listening to what an infant or toddler is doing or saying and then responding is "following the child's lead."
24. For example, if an infant or toddler is looking at an object, follow his lead and move it toward him if it is safe to do so. If he is smiling and gurgling as you make the "raspberry" sound, and you continue to do so until he stops or turns his head away indicating he is no longer interested, you are following his lead. If a toddler brings a book to you, you are following his lead if you read it to him.



Module II, Part 1 Trainer Script

25. Respond to cues as quickly as you can. Even if you are not sure what the infant or toddler needs, it is still important to respond quickly.
26. Responding quickly to cues makes infants and toddlers feel safe and secure. They begin to trust that you will be there when they need you. You are making connections and creating a bond. This bond will be the foundation for infants' relationship with you and for their healthy relationships with others.¹⁵
27. If they have trusting relationships with important adults in their lives, they are more likely to explore their environment and learn from it.^{16,17}
28. Comments or questions?
29. In a child care setting, sometimes you can't respond as quickly as you would like to because you are caring for other children. When this happens, talk with the infant or toddler who is sending you a signal using a kind, sing-song voice, sometimes referred to as "parentese." Say his name and tell him you know he wants something and that you will help him as soon as you can."¹⁸

Model the above using parentese.



Module II, Part 1

Trainer Script

30. Other things you can do is make eye contact with the infant or toddler, smile at him or touch him. Acknowledge that you saw or heard his message. Then, get back to him as soon as you can.

31. Understanding an infant or toddler's cues will take practice and patience on your part. We all will guess wrong at times about what an infant or toddler needs or wants. Think about the child's daily schedule when you are trying to determine what he needs or wants. When did he last eat? How long has he been playing with a certain toy or been in a certain position?¹⁹

32. Talk with parents about the cues their infant or toddler uses. Find out if what you have observed matches what they have seen or if they notice different things at home.²⁰



PPT #9

To summarize:

- Infants/toddlers use sounds, facial expressions, body movements and eye contact to give cues about what they want or need.
- Adults can learn to read these cues by carefully watching.
- Infants need to have their cues acknowledged as soon as possible.

33. To summarize:

- Infants and toddlers use sounds, facial expressions, body movements and eye contact to give you cues about what they want and need.
- Adults can learn to read infant and toddler cues by carefully watching and listening to infants and toddlers in their care. It will take practice and patience and we won't always be right, but we can learn!
- Infants need to have their cues acknowledged as quickly as possible. "If cues are not responded to or (are) responded to too slowly or inappropriately, the child's development suffers."²¹



PPT #10

- Acknowledge a cue in some way even if you are not sure what it means.
- The back and forth rhythm, or dance, of the infant/toddler and adult responding to each other teaches infants/toddlers that:
 - They can affect the behavior of others
 - Caregivers are there for them

- Acknowledge a cue in some way even if you are not sure what it means. Just doing something friendly will let the infant or toddler know you are there for him.
- The back and forth rhythm, or dance as it is sometimes called, of the infant or toddler and adult responding to each other teaches infants and toddlers that they are able to affect the behavior of others and that caregivers are there for them. These interactions help infants and toddlers form relationships, which will encourage them to explore their environment and learn from it.

34. Questions or comments?

35. We will talk about other forms of adult-infant/toddler interactions such as talking and reading with children in future modules.
36. Please find Handout 8 and write what you want to remember about how children learn.

Give the group 2-3 minutes to do so.



PPT #11

“Back at Work” Handout 11

- Select an infant and a toddler
- Age of child you observed
- When you observed him
- Check the cues he gave you
- Check what you thought the cues meant
- How you responded to the cues
- How the infant/toddler responded to your response!



#11

Distribute 2 copies of Handout 11, “Back at Work: Watching, Listening and Responding to Infants and Toddlers.”



Module II, Part 1 Trainer Script

37. Before we meet again, select 1 infant and 1 toddler in your care to observe. Complete 1 copy of Handout 11 for an infant and 1 for a toddler. Write the child's age at the top of the page. The toddler you observe must not have had his third birthday.

If a participant only cares for infants, have him/her observe 2 infants. Ask him/her to observe 2 toddlers if he/she cares only for that age.

38. Select different times to observe the infant and toddler. For example, don't observe both when you are feeding them. Instead, observe 1 during lunchtime and 1 when you are diapering him.

39. Write when you observed him in the space at the top of the page.

40. In the first column of Handout 11, check what cues the child gave you to tell you he wanted or needed something. Did he kick? Cry? Look for both verbal and nonverbal cues. Put a check mark by all that you see or hear.

41. Please read the cues listed in the first column.

After 1 minute, call the group back together.



Module II, Part 1 Trainer Script

42. Questions about any of the cues? Notice that it says, “describe” next to “other.” If you check “other,” write what you saw or heard.

43. In column 2, check all that describe what you thought the cues meant. What did the infant want or need? Remember, you may not be right but that’s OK—you are making an effort to understand what he needs or wants.

44. Please read the cues in column 2.

After 1 minute, call the group back together.

45. Questions about those cues?

46. In column 3, write how you responded to the cues. What did you say or do?

47. In the last column, write how the child responded to what you said or did. Did he smile? Turn his head away from you?

48. Questions about what to do? We will discuss what you observed at our next session.



PPT #12

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

49. Let's turn our focus to the second of the 4 specific ways infants and toddlers learn language and literacy: "Children learn to understand the world—to make sense of what they see and hear—by watching and listening to adults." ²²
50. Watch this clip and then we will discuss what the children are learning from the adults. Watch the children's faces as they observe the adults.



PPT #13



51. What are the children learning from these adults?

Mention the following if the participants don't. They are learning to:

- Drink milk from a milk bottle rather than a cup or bottle.
- Litter.
- Yell at or talk badly to others when frustrated.
- Put on lipstick.
- Talk on the phone.
- Dry hands.
- Take giant steps.
- Dance.
- Smooth hair.
- Build a shelf.
- Kiss.
- Drink from a cup.

Module II, Part 2 Trainer Script

52. You are language and literacy models for the infants and toddlers you care for and educate. What language and literacy skills are they learning from you? For example, if they watch and listen to you when you are reading, they might learn that reading is fun and how to open and close a book.

53. What can they learn from watching and listening to you as you have a conversation with them or others? One thing they can learn is how language sounds.



Write "How Language Sounds" on chart paper that you prepared ahead of time and is titled, "What Language and Literacy Skills Do Infants/Toddlers Learn From Us?"

54. Let's watch 2 DVD clips that are examples of conversations between a child and an adult. Take notes on what you think the infants and toddlers are learning about language and literacy from their role models on the back of Handout 8, "What I Want to Remember."

Module II, Part 2 Trainer Script



PPT #14



DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



14

Show this clip twice. It is short but important.



55. Talk with your neighbor and compare your notes. Take 1 minute.

After 1 minute, call the group back together.

56. Let's watch the second clip. Watch for what the children are learning about language and literacy from their adult role models.



PPT #15



DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



15

Show this clip twice, if you have time.

57. What do you think the infants and toddlers in these two clips were learning from their role models about language and literacy that is not already on our list?



Record the participants' responses on chart paper.

Mention the following if the participants don't:

- How language flows—how you put words together to make sense and meaning so they can convey a message others can understand. For example, they are hearing that you say, "The big, brown dog" and not "The dog brown big." They are learning grammar and sentence structure.
- Taking turns during conversations.
- New words such as names of objects, people, events and feelings.
- Words convey meaning—they send a message.
- New ideas about the guinea pig, etc.
- To ask and answer questions.
- Look at the person you are talking with.
- What certain facial expressions mean and when to use them.
- How to start and stop conversations.
- How to speak with expression.

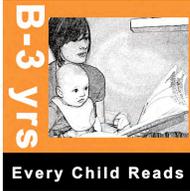
Module II, Part 2 Trainer Script

58. You provide infants and toddlers with words and information about the world.²³ Infants and toddlers are the best copycats in the world and will learn by watching and listening to you! They do what they see and say what they hear.
59. Questions or comments about the second way infants and toddlers learn language and literacy?
60. What are some ideas we have talked about during the last two training sessions that would take less than a minute to do?



Record responses on chart paper.

61. These are all things you can do—starting immediately. And these things matter! Why? Because these types of experiences help infants and toddlers understand and learn language and literacy.
62. A little bit each day goes a long way. And a little bit more each day really adds up! The first 5 years matter and you make a difference in the lives of children. You are VIPs—very important people and providers.²⁴



Module II, Part 2 Trainer Script

Distribute the postcard, “Every Baby Communicates in Unique Ways.”

63. Find Handout 8, “What I Want to Remember.” Select some ideas from it and from the list we just brainstormed that are important to you—things you really want to remember to try with the infants and toddlers in your care—and write them on your postcard.

After 2 minutes, call the group back together.

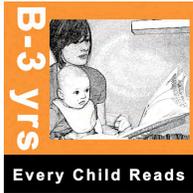
64. Put your postcard where you will see it every day so you are reminded of what you learned today and want to practice with your infants and toddlers.
65. Our next session is (insert date, time, location of next class.) Bring your “Back at Work” assignment, Handout 11; and, PowerPoint Notes, Handout 7, with you.



Module II: How Infants & Toddlers Learn Language & Literacy

PART 3: Including Language & Literacy in
Daily Care Giving Routines & Experiences

Session 3



Module II: How Infants & Toddlers Learn Language & Literacy

PART 3: Including Language & Literacy in Daily Care Giving Routines & Experiences

Key Topics/Strategies Taught in Module II, Part 3 Only

At the conclusion of Part 3, participants will:

- Provide quality experiences that are real, developmentally appropriate and interesting.
- Include language and literacy in daily care giving routines, experiences and activities.

Notes to Trainer for Module II, Part 3 Only

1. Prepare chart paper. See Trainer Script #101, page 52; and #111, page 57.
2. There is 1 "Back at Work" assignment for this two hour training session, Handout 15.
3. Watch DVD clips.
4. Post meeting guidelines.

Time for Module II, Part 3 Only

Module II, Part 3 takes approximately two hours to teach. The times listed for activities are guidelines. Some groups may take more or less time.



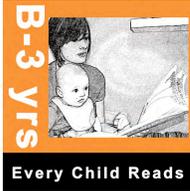
Module II: How Infants & Toddlers Learn Language & Literacy

PART 3: Including Language & Literacy in Daily Care Giving Routines & Experiences

Materials Needed for Module II, Part 3 Only

- *Handouts (1 per participant unless otherwise indicated):*
 - H12: "Sample Daily Care Giving Routines, Activities and Experiences"
 - H13: "Diaper-Changing Games"
 - H14: "What I Want to Remember" (*Duplicate on colored paper.*)
 - H15: *Two copies per participant of "Back at Work: Encouraging Language and Literacy Development During Routines and Experiences"*

- *Other Supplies and Materials Needed for Part 3 Only:*
 - 1 real apple and 1 plastic apple for every 3 participants
 - 1 knife for every 3 participants
 - 1 plate for every 3 participants
 - 1 picture of an apple
 - 1 postcard for each participant, "The Way You Respond Matters"
 - Chart paper, different colored markers, tape
 - Computer
 - LCD projector with speakers
 - Screen
 - OPTIONAL: DVD "The First Years Last Forever"
 - OPTIONAL: DVD player and TV



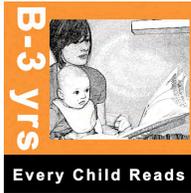
Module II: How Infants & Toddlers Learn Language & Literacy

PART 3: Including Language & Literacy in Daily Care Giving Routines & Experiences

- *DVD Clips Needed for Part 3 Only:*
 - "Making Everyday Moments Count!" Chapter: "Bubble Talk: Responding and Connecting" (#70 in the script, PPT#19, page 44)

 - OPTIONAL: "The First Years Last Forever" Chapter: "Discipline" segment: 16:30-19:21 (#72 in the script, page 45)

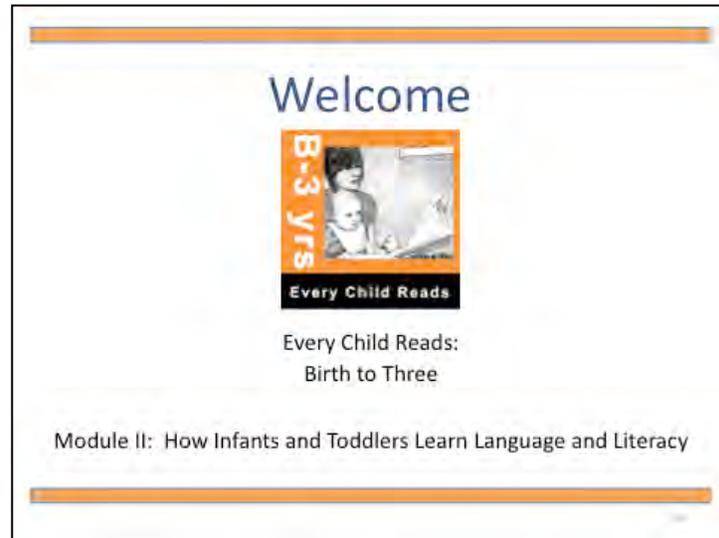
 - "Celebrating Language and Literacy for Infants, Toddlers and Twos" Video #2, "Strategies for Early Language and Literacy Development" Chapter: "Discover the World Through Words and Experiences" segment: 5:43-8:28 (#107 in the script, PPT#22, page 55)



Module II, PART 3 Trainer Script



PPT #16



As participants arrive, ask them to form groups of 3 with people they don't know at all or very well. Tell them to introduce themselves to each other.

Welcome the group.

Review the meeting guidelines and agenda for the session.

Ask participants to find Handout 7, "PowerPoint Notes: Module II, Parts 1-4." Encourage them to take notes.



PPT #17

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

66. At the end of the last session, we talked about how infants and toddlers learn language and literacy. We said they learned it by:

- Interacting with responsive adults.
- Watching and listening to adults.²⁵
- Experiencing routines and activities that engage their senses.
- Exploring toys, books, and materials in their environment.²⁶

67. We focused on the first two ways they learn language and literacy. During this session, we will discuss the third way they do so.



PPT #18

Infants/Toddlers are most likely to learn when:

- Learning is fun
- They have trusting relationships with important adults in their lives
- The adult follows the child's lead

68. We also reviewed some general principles of learning. Infants and toddlers are more likely to learn when:

- The learning experience is fun. If it is, children will be motivated to keep learning. "Children are born engaged in learning. Adults can either keep this engagement in learning alive or shut it down."^{27,28}
- They have trusting relationships with the important adults in their lives.^{29,30}
- "...When the adult follows the child's lead, extending, elaborating and building what the child is working on."³¹

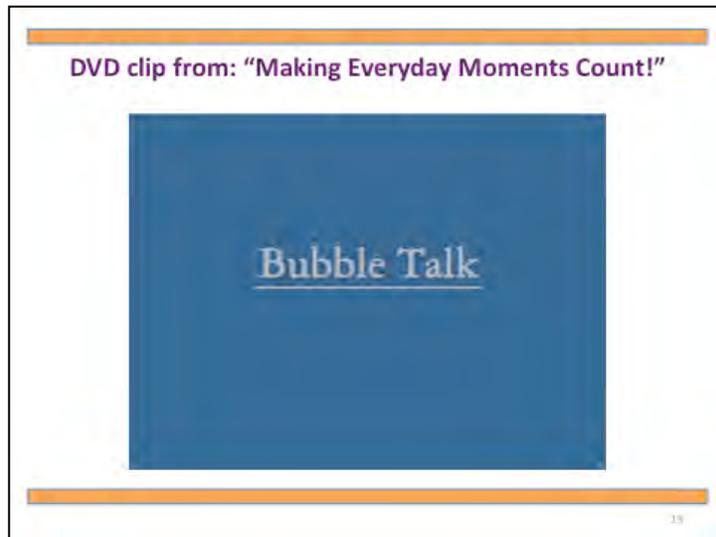
Module II, PART 3 Trainer Script

69. Let's do a quick review of some of the information about how children learn language and literacy by interacting with responsive adults and by watching and listening to adults.

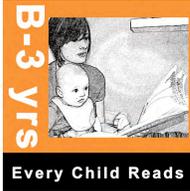
70. Let's start with a DVD clip. Write what you learn from it on the back of Handout 7 from last session, "PowerPoint Notes: Module II, Parts 1-4."



PPT #19



71. What were some of the key points?



Module II, PART 3

Trainer Script

Mention the following if the participants don't:

- Each infant and toddler communicates in his own way through sounds, facial expressions, body movements and eye contact.
- Always respond to infants and toddlers in caring ways and as quickly as you can.
- Your quick responses to the infant or toddler's cues make the child feel safe and secure and help to create a bond, which is the foundation for the relationship between the two of you.

OPTIONAL: #72-#74

72. Sometimes, parents and other caregivers worry that if they respond to a child's every sound or move, they will "spoil" him. Just the opposite is true. Let's watch another clip from "The First Years Last Forever."



16:30-19:21

Show the DVD: "The First Years Last Forever." Go to the Chapter, "Discipline" (16:30) and stop at the screen with a baby with a thumb in his/her mouth being rocked, (19:21.)

73. Comments or questions? The key message is that you can't spoil a newborn by responding to his needs.
74. Infants who have adults in their lives who respond quickly to their cries actually cry less. "They learn that people will be there to address their needs and they don't have to cry to get attention."³²



PPT #20

"Back at Work" Handout 11

- Report on an infant or toddler
- Age of child you observed
- When you observed him
- One cue he gave you
- What you thought it meant
- How you responded to the cue
- How the infant/toddler responded to your response!



75. Find your “Back at Work” assignment, Handout 11. Select either the observation you did with the infant or toddler to discuss with your group. Tell them:
- The age of the child you observed.
 - When you observed him.
 - One cue he gave you.
 - What you thought the cue meant.
 - How you responded to the cue.
 - How the infant or toddler responded to your response.

76. You have 6 minutes for everyone in your group to report what they observed—2 minutes per person.

After 6-7 minutes, call the group back together.

77. We have talked about how the same cue can mean different things depending on the child. How many of you observed infants or toddlers kicking their legs and waving their arms?

78. What did you think that cue meant?

79. What else could it have meant?

80. What other cues did you see or hear that could have multiple meanings?

81. It is hard to know what some cues mean. The important thing to remember is to respond, in a positive way, to those cues. Make a guess, if you have to, and do something so the child will know he has been seen or heard.
82. What are you going to do differently as a result of what you learned from this assignment?
83. Did any of you notice examples of children in your care copying what you said or did? If so, please tell us about it.
84. Today, we are going to discuss the third way infants and toddlers learn language and literacy: through routines and activities that engage their senses.



#12

Distribute Handout 12, "Sample Daily Care Giving Routines, Activities and Experiences."

85. This is a list of a few different times you and the infants and toddlers in your care might interact. It is divided into daily care giving routines and possible activities or experiences.
86. There are two kinds of activities or experiences—those that occur naturally during a child's day such as a child crawling to the toy box and chewing on a toy and things we plan such as time to listen and dance to music.

Module II, PART 3 Trainer Script

87. Routines, activities, and experiences are great opportunities to develop language and literacy skills and background knowledge if adults interact with infants and toddlers in an intentional, or thoughtful, way to encourage learning. We can turn any routine, activity or experience "...into a literacy activity by paying attention to and emphasizing its language and literacy aspects."³³

88. Let's take a look at how we, and infants and toddlers, learn through experiences.

89. For this activity, I would like you to imagine that you know nothing about apples.



Distribute a real apple, plate, and knife to each group.
Show the group a real apple.

90. If I hold this apple, I can say it is "hard." I can see that it is red and has a sweet smell.



Write those descriptions on chart paper.



91. What else could we say about this apple?

Record a few more responses on chart paper.



PPT #21

Learn about the apple

- Describe it in as many ways as possible.
 - Use all your senses
- Record your descriptions and ideas on notepaper.
- Work as a group.



92. Your assignment is to learn about your apple, and describe it in as many ways as possible. Use all your senses. You may cut and eat it, for example. Record all your descriptions and ideas on notepaper. Work as a group.

Give groups 2-3 minutes to explore real apples. Then, call the participants back together.

93. How would you describe your apple?



Write descriptions on chart paper. Make sure you have responses from multiple senses: tasting, smelling, touching, seeing, and hearing.

Module II, PART 3 Trainer Script

94. Put your apples away or eat them if you wish. Now we are going to learn about apples in another way.
95. Apples grow on trees. We pick them in the fall. We eat them or bake them into a pie. Here are some apples I want you to explore.

Distribute a plastic apple to each table group and give them 2 minutes to examine it.

96. If I taught you about apples using only the words I told you and plastic apples, what words or phrases would we have to cross off our list?



Cross off items from the list that could not be discovered with plastic apples and verbal instructions.

97. Now we are going to learn about apples in still another way.

Show a picture of an apple to the group.

98. This is an apple. It is red. It grew on a tree. In the fall, we pick apples to eat and bake in pies.

Module II, PART 3 Trainer Script

99. If I taught you about apples using only the words I told you and a picture of an apple, what words or phrases would we have to cross off our list?



Cross off items from the list that could not be discovered with a picture and verbal instructions.

100. We learn vocabulary, language skills and background knowledge by experiencing it through our senses—seeing, hearing, smelling, touching, and tasting.
101. Infants and toddlers learn more from quality experiences. What is a quality experience? What makes one experience or activity “quality” and another not? One of the answers to these questions is that a quality experience is one that provides infants and toddlers with opportunities to use their senses.



Write “Provides infants and toddlers with opportunities to use their senses” on chart paper that you prepared ahead of time titled, “Infants and Toddlers Will Learn More if the Experience...”

Module II, PART 3 Trainer Script



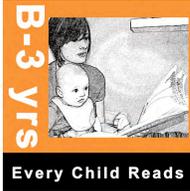
102. Take 4 minutes and discuss with your group what the other characteristics of a quality experience are. Then I will ask you to share your ideas.

After 4 minutes call the group back together.

103. We want to plan and provide quality experiences or activities for infants and toddlers. What are some features of a quality experience?



Record responses on chart paper.



Module II, PART 3

Trainer Script

Mention the following if the participants don't. Infants and toddlers will learn more if the experience is:

- "Real"—a real apple vs. plastic or a picture.
- Developmentally appropriate.
- Interesting, something the child enjoys.
- Not changing every minute. (You don't have to have a new activity every minute. A few interesting things to do are better than many uninteresting things. Watch for cues that tell you the child is interested or not in the activity.³³)
- Varied. (Infants and toddlers need to be introduced to a variety of experiences over time—not the same thing every day.)
- One that can be repeated. (Not the fireman coming once a year.)
- One they can relate to. (Include familiar objects or events that are part of their everyday world and environment.)
- One they have time to explore/participate in the experience.
- Safe.

Save this list as you will need it in Training Session 4, Module II, Part 4.

104. Infants and toddlers will learn more if they are actively involved in the experience. They need to try things for themselves and use their hands and senses to learn and experiment.³⁴
105. Remember the DVD clip we watched during the first session when the little girl figured out how to put the disc in the CD player? That was an excellent example of a child using her hands and senses to explore and experiment.
106. Infants and toddlers "...are drawn to anything new, unexpected or informative...." They "...are designed to explore and they should be encouraged to do so."³⁵
107. Let's watch a DVD clip about quality experiences.



PPT #22





108. What did you learn from the clip about experiences?

Record responses on chart paper.

Mention the following if the participants don't:

- Quality experiences are embedded in our every day routines. You don't have to go out and buy something in order to provide a child with a quality experience.
- Offering infants and toddlers quality experiences is something we need to do every day in every way.
- Quality experiences fill infants' and toddlers' trunks with background knowledge.
- The adult needs to interact with the infants and toddlers during the experiences so he/she can model language.

109. In order to be considered "quality," the experience must be interesting or engaging. How do we know if an infant or toddler is interested or not in an activity? For example, what do you see or hear that tells you they like playing with the nesting cups or swinging?

Module II, PART 3 Trainer Script



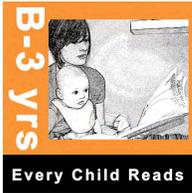
110. Think about both infants and toddlers. Take 3 minutes and talk with your neighbor.

After 3 minutes call the group back together.

111. What will you see and hear that will tell you if an infant or toddler is interested in an activity?



Record responses on chart paper that you prepared ahead of time. One page is titled, "What do they say or do that tells you they are interested? Infants" and the other, "What do they say or do that tells you they are interested? Toddlers."



Module II, PART 3

Trainer Script

Mention the following if the participants don't.

- Infants:
 - Play with same toy or object, or do the same activity for a relatively long period of time.
 - Play with the same toy or object, or do the same activity several times during the day.
 - Point to an object.
 - Turn their head toward an object.
 - Cry or get mad if you take the object away.
 - Smile, laugh.
 - Explore the object in different ways (mouths, bangs, shakes).

- Toddlers:
 - All of the above plus:
 - Talk about a topic or object often.
 - Say, "more" or "again".
 - Bring something to you to share the experience/try to include you in it in some way.
 - Request your help.

112. I mentioned before that any routine or experience could be an opportunity to encourage language and literacy. Let's see how to do this.



PPT #23

Routine

- Words/phrases you could introduce to the infant/toddler during the routine.
- Other things you could do during the routine that would help him develop language, literacy and background knowledge.

113. I will assign each group a daily care giving routine. As a group, you will decide what:
- Words or phrases you could introduce to the infant or toddler during the routine.
 - Other things you could do during the routine that would help him develop language, literacy and background knowledge.

Module II, PART 3 Trainer Script

114. Let's do one routine together—diapering. Diapering is one-on-one time with an infant or toddler. It is an excellent time to encourage language and literacy development.
115. What words or phrases could we say to an infant or toddler when diapering him? Think of words or phrases you say now. For example, one word you probably say often at each diapering event is "diaper." A phrase I might use repeatedly is "up, up, up" as I lifted the toddler to the changing table. I could say that phrase each time he had to be changed.



116. Talk with your group. Take 2 minutes.

After 2 minutes, call the group back together.

117. What are some words or phrases you could use when talking with a child and diapering him?



Write responses on chart paper.

Mention the following if the participants don't:

- Wet
- Dry
- Off
- On
- Change
- Wiping
- Bottom
- Legs
- Powder
- Bye, bye
- Diaper
- All done
- Pat, pat, pat your tummy
- Throw away wet diaper

118. You want to have a conversation with the child during the routine and use some new words during the conversation.



Module II, PART 3

Trainer Script

119. How do you decide what to talk about during a routine or experience?

Mention the following if the participants don't:

- Watch and listen to the child. Notice what he is looking at or appears interested in. If he is grabbing at his diaper, you could talk about taking off the wet diaper. If he is looking at his pants, you could talk about how, after his diaper is on, you will put on his red pants. Follow his lead.
- Think about what the child is experiencing during the routine or activity. For example, you could talk about what the powder feels like or how it smells.

120. Will the infant or toddler understand all of the words or phrases you are saying? Not at first! However, after infants and toddlers hear the same word repeated many times, they will connect the word with the experience. For example, they will connect the word "wet" with being wet and the word "dry" with being dry. They will learn these words faster if they can connect the word to an experience. It will take many repetitions before connections begin.

Module II, PART 3 Trainer Script

121. We are not suggesting that you write a script of what to say when changing a diaper and then read from it. We are encouraging you to think about conversations you can have with the infants and toddlers during your interactions with them. Decide what to talk about by observing what the child is doing and thinking about what he is experiencing during the routine. Then, follow his lead.
122. What else could you do when diapering that would introduce children to new words and ideas about their world? Think about being playful. How could you have fun with words and sounds?



Write responses on chart paper.



Module II, PART 3

Trainer Script

Mention the following if the participants don't.
Demonstrate each idea:

- Sing songs. These can be made up songs. "Melisa's wet. It is time for a change."
- Make sounds as well as words: "ba, ba, bottle."
- Watch to see if the infant or toddler will copy you.
- Say nursery rhymes: "Jack and Jill went up the hill..."
- Rhyme words: "Mary, Mary, bo berry; lo berry, mo berry, Mary, Mary."
- Draw out or exaggerate sounds: "OOOOHHHHH MYYYYY." or "OOOOPS."
- Play simple games such as "peek-a-boo" with a clean towel.
- Make different facial expressions or gestures and see if the infant or toddler will copy what you do.
- Imitate facial expressions or gestures that the infant or toddler makes
- Match words with an action: "All done" and raise arms in the air.
- Label clothes as you take them off and put them on.
- Describe your actions, "I am buttoning your shirt."
- Describe the child's actions, "You are kicking your legs."



#13

Distribute Handout 13, "Diaper-Changing Games." Point out 1 or 2 ideas on the Handout and ask participants to read it later.

123. Questions or comments about what we have discussed so far?



PPT #24

Be intentional and thoughtful:

- Introduce new words and ideas.
- Watch and listen to the child and respond to cues. Follow his lead.
- Do things that will encourage the infant/toddler to interact with you.
- Sing songs, rhyme words, play simple games.
- Repeat, repeat, repeat!

Module II, PART 3 Trainer Script

124. You don't need to say all these words or do all of these things at each diaper change. When you are talking with children during routines and activities, be intentional and thoughtful about including language and literacy:

- Introduce new words and ideas.
- Watch and listen to the child and respond to his cues. Follow his lead.
- Do things that will encourage the infant or toddler to interact with you.
- Talking with infants and toddlers is very important but also try singing songs, rhyming words and playing a simple game as ways to help children develop language and literacy.
- Infants and toddlers will need many repetitions to learn words and to make connections between the words and experiences. So, repeat, repeat, repeat.



Assign each small group one of the daily care giving routines listed on Handout 12 except *diapering*. Distribute chart paper and markers to each group.

125. Write your routine at the top of the page. Then, list the words and phrases you could say during the routine in the top half of the page. Write other language and literacy activities you could do during the routine in the bottom half.

Module II, PART 3 Trainer Script

126. Think about what you do now but also what more you could do. Be specific. Don't just write, "finger play." Write a few words so we know which one you are considering. Later, we will discuss your ideas. Take 8 minutes.

After 8 minutes, call the participants back together. Ask them to post their chart papers on the wall.



#14

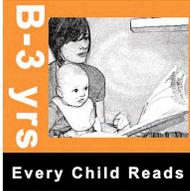
Distribute Handout 14, "What I Want to Remember."



PPT #25

Handout 14 and marker

- Read other charts
- Add your new ideas to the charts
- Put a question mark by those ideas that are not clear to you
- Write ideas you want to remember on your handout



Module II, PART 3

Trainer Script

127. Take a marker and Handout 14:

- Walk around and read the other charts.
- Add your new ideas to the charts.
- Put a question mark by those ideas that are not clear to you—you are not sure what they mean.
- Write ideas that you want to remember on your handout.

128. Take 8 minutes to do this.

After 8 minutes, call the group back together. The time may need to be adjusted if there are many charts to read.

Ask the participants to sit again with the group they have been working with. After everyone is seated, clarify items on the charts that have question marks.

129. What are some new ideas you are going to try?

130. Many of you are already incorporating language and literacy into your daily routines. We want to do so all the time. We want to be intentional about it.



PPT #26

- Learning words and background knowledge is essential if children are to understand their world.
- When children are learning their brains are growing. Because the brain grows through the senses, the experiences and activities we offer should engage a child's senses.

131. Learning words and background knowledge is essential if children are to understand their world. When children are learning, their brains are growing. It is our job to give infants and toddlers in our care every opportunity to grow their brains. Because a brain grows through the senses, the experiences and activities we offer should engage a child's senses.



PPT #27

- "...early experiences help to determine brain structures, thus shaping the way people learn, think, and behave for the rest of their lives."
(Reiner Foundation. (1997). *I am your child: The first years last forever* (p. 2) [Booklet]. Washington DC: Reiner Foundation.)
- Routines and experiences are opportunities to teach infants and toddlers words and ideas.

132. "...early experiences help to determine brain structures, thus shaping the way people learn, think, and behave for the rest of their lives."³⁶
133. Routines and experiences are important learning opportunities for infants and toddlers. When caring adults support infants and toddlers as they engage in routines and experiences by naming, commenting, asking questions, singing, playing simple games and so on, language and literacy is reinforced.³⁷
134. If we are thoughtful and intentional, we can teach them new words and background knowledge during these times. We can fill those trunks!
135. Please find Handout 14 and write what you want to remember about what we have discussed so far today.

After 2 minutes, call the group back together.



#15

Distribute 2 copies of Handout 15, "Back at Work: Encouraging Language and Literacy Development During Routines and Experiences."



PPT #28

“Back at Work” Handout 15

1 infant and 1 toddler

1 routine and 1 activity/experience

- What you talked about
- Check how the child responded
- Write what cues he gave you: interested or not?
- Check what you did, besides talking, to encourage language and literacy
- Write what else you could have done

136. Before our next session, please complete 1 copy of this handout for an infant and 1 for a toddler. With 1 child, complete the handout after doing a daily care giving routine with him.
137. With the other infant or toddler, engage him in a play experience and complete the form after you are finished playing. Circle either the routine or play experience and write a short description of what you did at the top of the page. Write the age of the child in months—not just years. Do this assignment with children who have *not* had their third birthday.

Module II, PART 3 Trainer Script

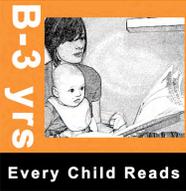
138. In #1, write what you talked about with the child.
139. In #2, check how he responded to what you were saying. Check all that you saw or heard. If you check "other," describe what he said or did.
140. In #3, write what cues you saw or heard that told you he was interested, or not, in what you were saying or doing.
141. In #4, check other things (besides talking) you did during the routine or play experience to encourage language and literacy.
142. In #5, write what else you could have done to encourage language and literacy.
143. Questions about the assignment?

OPTIONAL: #144-#146

144. What are some ideas we talked about today that would take less than a minute to do?



Record responses on chart paper.



Module II, PART 3

Trainer Script

145. These are all things you can do—starting immediately. These things matter because these types of experiences help infants and toddlers understand and learn language and literacy.

146. A little bit each day goes a long way. And a little bit more each day really adds up! The first 5 years matter and you make a difference in the lives of children. You are VIPs—very important people and providers.³⁸

Distribute the postcards, “The Way You Respond Matters.”

147. Find Handout 14, “What I Want to Remember.” Select some ideas from it and from the list we just brainstormed that are important to you—things you really want to remember to try with the infants and toddlers in your care—and write them on your postcard.

After 2 minutes, call the group back together.

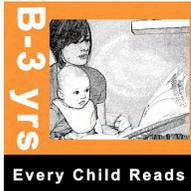
148. Put your postcard where you will see it every day so you are reminded of what you learned today and want to practice with your infants and toddlers.

149. Our next session is (insert date, time, location of next class.) Bring your “Back at Work” assignment, Handout 15, PowerPoint Notes, and Handout 7 with you.



**Module II: How Infants & Toddlers Learn
Language & Literacy**
PART 4: Creating a Supportive Language
& Literacy Environment

Session 4



Module II: How Infants & Toddlers Learn Language & Literacy

PART 4: Creating a Supportive Language & Literacy Environment

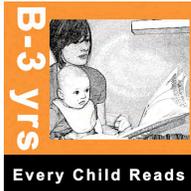
Key Topics/Strategies Taught in Module II, Part 4 Only

At the conclusion of Part 4, participants will:

- Provide a supportive language and literacy environment.
- Point to and talk with infants and toddlers about pictures, photos, signs, labels and other meaningful print in the environment.

Notes to Trainer for Module II, Part 4 Only

1. Module II, Part 4 is the first hour of Training Session 4. Module III, Part 1 is the second hour of Training Session 4.
2. Post the chart paper on characteristics of quality experiences from Part 3, Training Session 3.
3. There are 2 "Back at Work" assignments in this training session, Handouts 16 and 17. On the "Back at Work Assignments," the question, "To strengthen the language and literacy environment for infants (or toddlers) in my setting, I can..." is difficult for some participants to answer. They are to list changes they could make in the physical environment of their setting to encourage language and literacy development. They are *not* to write strategies they could use ("talk more") or activities children could do ("dance to music").
4. From paragraph #165 in the script through #169, there is a brief section on the print materials and characteristics of quality books for infants and toddlers. There is *not* time to discuss this topic in depth. There is a follow-up module on this topic that you may want to offer as an additional training opportunity to participants who have completed Modules I through IV of Every Child Reads: Birth to Three.
5. Watch DVD clips.
6. Post meeting guidelines.



Module II: How Infants & Toddlers Learn Language & Literacy

PART 4: Creating a Supportive Language & Literacy Environment

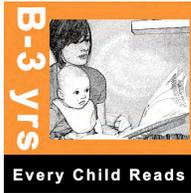
Time for Module II, Part 4 Only

Module II, Part 4 takes approximately 55 minutes to teach with no break. The times listed for activities are guidelines. Some groups may take more or less time.

Materials Needed for Module II, Part 4 Only

- *Handouts (1 per participant unless otherwise indicated):*
 - H16: "Back at Work: Supportive Language and Literacy Environment Checklist, Infants"
 - H17: "Back at Work: Supportive Language and Literacy Environment Checklist, Toddlers"
 - H18: "What Young Children Like in Books"
 - H19: "What I Want to Remember" (*Duplicate on colored paper.*)

- *Other Supplies and Materials Needed for Part 4 Only:*
 - Computer
 - LCD projector with speakers
 - Screen



Module II: How Infants & Toddlers Learn Language & Literacy

PART 4: Creating a Supportive Language & Literacy Environment

- *DVD Clips Needed for Part 4 Only:*
 - "Celebrating Language and Literacy for Infants, Toddlers and Twos" Video #2, "Strategies for Early Language and Literacy Development." Chapter: "Sounds in the Environment" segment 12:40-13:17 (#188 in script, PPT#37, page 91)

 - OPTIONAL: "Celebrating Language and Literacy for Infants, Toddlers and Twos" Video #2, "Strategies for Early Language and Literacy Development" Chapters: "Experiences with Print" and "Writing" segment 20:12-21:45 (#191 in script, PPT#38, page 92)



Module II, PART 4 Trainer Script

As the participants arrive, ask them to form groups of 4 with people they don't work with. Tell them to introduce themselves to each other.



PPT # 29



Welcome the group.

Review the meeting guidelines and agenda for the session.

Ask them to find Handout 7, "PowerPoint Notes for Module II, Parts 1-4" and Handout 15, the "Back at Work" assignment.



PPT # 30

150. Let's discuss the "Back at Work" assignment you completed since our last session.

"Back at Work" Handout 15

- Describe the routine/experience
- Age of child
- Answer the 5 questions
- 2 people talk about the routine
- 2 talk about the experience



151. In your groups, two of you explain what you did when you were doing a daily care giving routine with a child. Describe the routine, the child's age, and briefly report how you answered the 5 questions. The other two people in each group should do the same for the play experience.

152. Take 12 minutes to do so—about 3 minutes per person. Questions about what you are to do?

After 12-13 minutes, call the group back together.

153. What were some of the things you talked with the child about during the routine or experience?
154. What verbal and nonverbal cues did the infant or toddler give you that indicated he was interested in what you were talking about?
155. Look at question #4. What were some of the things you did?
156. What else could you have done?



PPT # 31

“Back at Work” Handout 15

- Was the play experience a quality one when compared to the criteria? Explain your answer.
- Which criteria is the most difficult to meet? Why?
 - Think about all of the experiences you have had with infants and toddlers and not just the one you did for your “Back at Work” assignment.



157. Please find the observation you completed for the play experience. Discuss in your groups:

- Did you think the play experience was a quality experience or not using the criteria we developed at our last meeting? The characteristics we brainstormed that describe a quality experience are on the chart paper. Compare your experience to the characteristics.
- Which of the criteria is the most difficult to meet? Why? Think about all of the experiences you have had with infants and toddlers and not just the one you did for your “Back at Work” assignment.

158. Take 5 minutes to discuss.

After 5 minutes, call the group back together.

159. Which criteria is the most difficult to meet and why?

160. Do you have questions about the criteria?



PPT #32

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

161. The 4th way infants and toddlers learn language and literacy is through exploring toys, books, and materials in their environment.



PPT #33

Does the environment support language and literacy?

- When infants and toddlers have access to a variety of literacy tools, they increase their language and literacy behaviors.

Knapp-Philo, J. & Stice, K. (Eds.). (2004). *StoryQUEST 3: Celebrating early language and literacy*. Rohnert Park, CA: California Institute on Human Services at Sonoma State University.

162. One thing that will help us intentionally incorporate language and literacy into our routines and activities is to make sure our home or center environment supports language and literacy. When infants and toddlers have access to a variety of literacy tools, they increase their language and literacy behaviors.³⁹

163. A supportive language and literacy environment is a child care setting that has many materials and toys infants and toddlers can play with and explore. All materials and toys in your environment can be used to encourage language and literacy just as all routines and experiences can.

So, when we talk about a supportive language and literacy environment, we need to look at all of the materials and toys in the setting and not just at books.



#16 and #17

Distribute Handouts 16, “Back at Work: Supportive Language and Literacy Environment Checklist, Infants” and Handout 17, “Back at Work: Supportive Language and Literacy Environment Checklist, Toddlers.”

164. These checklists mention *some* materials and toys that could be used to encourage language and literacy. Handout 16 is for infants and Handout 17 is for toddlers. Your “Back at Work” assignment will be to complete these checklists for your child care setting.

Move through the following section on “Print Materials” quickly.

165. Please look at the first section on Handouts 16 and 17, “Print Materials.” The books you have in your setting should be appropriate for infants and toddlers:

- The pictures should be simple—not too detailed and not too many on a page.
- They should be large and colorful.

166. The “print materials” section on Handouts 16 and 17 also mentions that your books should be in good condition. You need “sturdy” books that will hold up after much chewing, throwing, patting and loving by the children.

167. The books should be accessible. Infants and toddlers should be able to scoot, crawl or walk to the books and read them whenever they want to do so.

168. Questions or comments about this section of the checklist?



#18

Distribute Handout 18, “What Young Children Like In Books.”

169. Please read this handout at a later time. It will give you examples of what kinds of books are appropriate for infants and toddlers.



PPT#34

A variety of print, symbols, signs and words encourages awareness of print

- Photographs of children and their families
- Pictures of daily routines
- Pictures of toys by where they are stored
- Artwork the children have created
- Signs
- Labels

170. Look at the “Environmental print” section on page 2 of the checklists. You want to provide a variety of print, symbols, signs and words in your environment that will encourage children’s awareness of print. For example:

- Photographs of children and their families.
- Pictures of daily routines.
- Pictures of toys on the shelves where they are usually stored.
- Art work the children have created.
- Signs.
- Labels.^{40,41}

171. This does not mean you need to cover the walls with pictures or label everything. Label things in the children's environment that are meaningful to them. For example, put the label, "books," by the bookshelf.

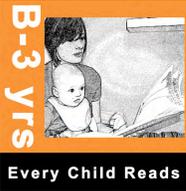


PPT#35

- Eye level for the children
- Point to and talk about the pictures, photos, artwork
- Point to and read meaningful print in your environment to the children
 - Children's names
 - Labels by toys

172. Whenever possible, the signs and labels, photographs and artwork should be at the children's eye level. Exceptions are at the diaper table and if the children sit in high chairs or toddler seats when eating. There is a different eye level in those situations.

173. Think about using the floor. For example, have a "floor book" for children. Label photographs of the children and their families, cover them with clear contact paper, put them on the floor, and talk with infants and toddlers about them throughout the day.



Module II, PART 4

Trainer Script

174. Books can be used in the same way by taking them apart and taping them to the floor or a low surface. You will probably need two copies of the book so you can have both sides of the pages.⁴²
175. Point to and talk about the pictures, photos and artwork with the infants and toddlers.^{43,44} Point to and read signs, labels and other meaningful print in your environment to them. For example, if you have names above the cubbies or coat hooks, point to the child's name and say it.
176. If you don't have cubbies, perhaps you have other spaces in your environment that each child can call his own—a certain part of the room where you and he can put his things. You could put his name above that space. Or, each child could have his own space at a table. Put a card or table tent with his name on it in front of where he sits. Point to it and say the child's name when he is there.
177. If you have labels and pictures by certain toys, point to the word and say it when you and the child are cleaning up.
178. What examples of meaningful print do you currently have in your environments that you could point to and talk about with the children?

179. “Unless environmental print is changed regularly and referred to often, children ignore it like wallpaper...”⁴⁵ If it is changed too often, children do not have time to understand how it is used or what it means. So, a balance is needed. Environmental print won’t have meaning unless we point it out, talk about it and rotate it.⁴⁶



#19

Distribute Handout 19, “What I Want to Remember.”

180. Please take 2 minutes to write what you want to remember on Handout 19.

After 2 minutes, call the group back together.



181. Find a partner.

Give the participants a minute to do so.

182. I will assign each pair two sections to work on—one from the infant checklist, Handout 16, and one from the toddler, Handout 17. For example, I might assign one group the “Fine Motor” section from the toddler checklist and the “Music” section from the infant checklist.



Module II, PART 4

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183. In the space titled "Other Ideas," list other items you might have in a child care environment that would fit in each of your assigned sections. For example, in the "Dramatic Play" section of the toddler checklist, Handout 17, you could write, "dress up clothes" in the space titled, "Other Ideas." If you can't think of any items that are developmentally appropriate, leave the space blank.

184. Take 4 minutes to do both sections and then we will discuss your ideas as a large group.

Assign all of the sections except "Print Materials."

After 4-5 minutes, call the group together.

185. Let's have each pair tell us some additional items they wrote in the "Other Ideas" section. Write ideas you would like to add to your setting on your handouts.

As each pair presents, encourage other participants to add more items.



PPT # 36

- Good lighting so infants and toddlers can see your facial expressions and books
- Background noise level: reasonably quiet so children can hear language
- Opportunities for infants and toddlers to hear and listen to sounds

186. When examining your child care environment to determine if it supports language and literacy, also consider the:

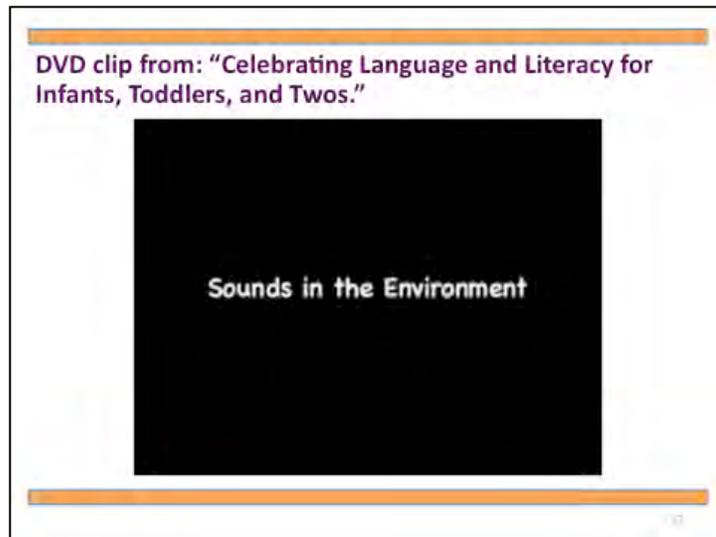
- Lighting. Children need good lighting so they can see your facial expressions, books, etc.
- Background noise level. It should be reasonably quiet in your child care environment so children can hear language. There should not be loud music playing and the TV should not be on all day.^{47,48} Nor should there be noises that irritate or frighten children such as a “groaning” refrigerator, or loud pops or cracks.

187. “If the general noise level is too high, children will not...be able to hear and attend to the conversations and stories. Concentration can be difficult when there are too many competing noises...very young children need to hear language clearly.”⁴⁹

188. However, we do want sounds in our environment and we want to teach infants and toddlers to listen to them. Let's watch a DVD clip which shows examples of how children are exposed to sounds in a child care environment.



PPT # 37



189. Take 2 minutes to talk with your partner about new ideas you might add to your environment to make sure infants and toddlers hear different sounds. Focus on what you could add to your physical environment and not on strategies you could use or activities the children could do.

After 2 minutes, call the participants back together.

190. What are some ideas?

Mention the following if the participants don't:

- Bell rope to pull.
- Bells in plastic animals.

OPTIONAL: #191-192, PPT #38

191. Let's watch a second clip. Look for new ideas to incorporate into your settings. Focus on the physical environment and not on the activities the children are doing or the strategies the teachers are using.



PPT # 38



DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



38

192. What did you see in this clip that you could use in your environment to encourage language and literacy?
193. When infants and toddlers are interacting with objects and materials in the environment, you need to be involved so you can model and encourage language and literacy. All of the different things we talked about with routines and experiences—singing, describing what the child is doing, imitating sounds the child makes and so on—are strategies you can use.
194. Find Handout 19 and write what you want to remember about supportive language and literacy environments. Take 2 minutes to do so now.

After 2 minutes, call the group back together.



PPT #39

“Back at Work” Handouts 16, 17

- When answering the last question:
 - Review all the “no’s”
 - Think about the ideas from today’s discussion
 - Write what you will do to make your environment more supportive of language and literacy
 - YES: add pictures of routines and signs
 - NO: I will talk more to the children
 - NO: children will dance more

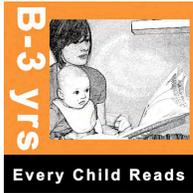


Module II, PART 4

Trainer Script

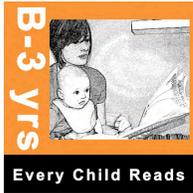
195. Look at Handouts 16 and 17. Use these two inventories to assess your setting's physical environment. Put a check in each of the boxes that indicates if you have that object in your environment or not. If you care for both infants and toddlers, please complete both inventories. If you care only for one age group, complete only the appropriate handout.
196. Look at the last question on the checklists, "To strengthen the literacy environment for infants/toddlers in my setting, I can..." Before completing this question, review all the items where you checked *no*, as well as the other ideas you got from today's discussion, and write what you will do to make your environment more supportive of language and literacy. For example, "add signs, pictures of routines" is a change you could make in your environment.
197. Don't write a strategy you could do more often such as "talk more" and do not list activities children could do such as "dance to music." Focus on how you will change your physical environment.
198. Questions about the "Back at Work" assignment or anything we have discussed today?

GO TO MODULE III, Part 1, page 8, Trainer Script to finish teaching the last half of Session 4.



Module II Endnotes

1. Talaris Institute. (2008a). Learning. In *Parenting counts discussion manual* (p. 16). Seattle, WA: Talaris Institute.
2. Zero to Three (2003). *Early literacy* (p. 1). Retrieved July 27, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf
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4. Lerner, C. & Cierva, L. (2004). *Getting ready for school begins at birth: How to help your child learn in the early years* (p. 1). [Brochure]. Washington, DC: Zero to Three. Retrieved July 27, 2011 from www.zerotothree.org/child-development/social-emotional-development/gettingreadyforschoolbeginsatbirth.pdf
5. Greenberg, J., Parrish, H., & Jones, C. (2008). Strategies for early language and literacy development. In *Celebrating language & literacy for infants, toddlers, and twos: A user's guide* (p. 34). Washington, DC: Teaching Strategies.
6. Same as 4.
7. Mind in the Making (n.d.), p. 1.
8. Same as 7.
9. Reiner Foundation. (1997). *I am your child: The first years last forever* (p. 4). [Booklet]. Washington DC: Reiner Foundation.
10. Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). Session 3: The importance of relationships in early learning and literacy learning. In *Cradling literacy: Building early language and literacy in young children birth to five* (p. 18). Washington, DC: Zero to Three Press.
11. Lally, J. R. (2010). School readiness begins in infancy. *Phi Delta Kappan*, 92(3), 17-21.
12. Talaris Institute. (2008b). Communicating. In *Parenting counts discussion manual* (p. 10). Seattle, WA: Talaris Institute.
13. Talaris Institute (2008b), p. 9.
14. Same as 9.



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15. Talaris Institute (2008b). *Responding to baby: Helpful parenting tips* (p. 3) [Booklet]. Seattle, WA: Talaris Institute.
16. Same as 5.
17. Same as 4.
18. Talaris Institute. (2008b), p. 28.
19. Talaris Institute (2008b), p. 4.
20. Same as 18.
21. Greenberg, J., Parrish, H., & Jones, C., p. 10.
22. Same as 1.
23. Greenberg, J., Parrish, H., & Jones, C., p. 25.
24. Soho Center for Arts and Education, Inc. (2011). The first 5 years matter. Retrieved August 1, 2011, from www.child2000.org/lit-tipsMenu.htm
25. Talaris Institute. (2008a), p. 15.
26. Same as 2.
27. Same as 3.
28. Same as 4.
29. Same as 5.
30. Same as 4.
31. Same as 7.
32. Same as 12.
33. Greenberg, J., Parrish, H., & Jones, C., p15.
34. Florida State University Research Foundation. (2007). *Infant toddler play group. Session 5: Learn through the senses*. Retrieved August 1, 2011 from <http://firstwords.fsu.edu/infoParents.html>



Module II

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35. Gropnick, A. as cited in Lally, J. R. (2010). School Readiness Begins in Infancy. *Phi Delta Kappan*, 92(3), 17-21.
36. Reiner Foundation, p. 2.
37. Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). Session 7: The role of meaningful experiences in supporting early language and literacy. In *Cradling literacy: Building early language and literacy in young children birth to five* (p. 27). Washington, DC: Zero to Three Press.
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39. Knapp-Philo, J. & Stice, K. (Eds.). (2004). *StoryQUEST 3: Celebrating early language and literacy*. Rohnert Park, CA: California Institute on Human Services at Sonoma State University.
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43. Same as 39.
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46. Same as 41.
47. Harms, T., Cryer, D., Clifford, R. M. (2007), p. 32.
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Handouts



Module II How Infants and Toddlers Learn Language and Literacy

Welcome



Every Child Reads:
Birth to Three

Module II: How Infants and Toddlers Learn Language and Literacy

1

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

2

Infants/Toddlers are most likely to learn when:

- Learning is fun
- They have trusting relationships with important adults in their lives
- The adult follows the child's lead

3

How do infants and toddlers learn language and literacy?

- They learn by interacting with responsive adults:
 - Verbal: Talking
 - Nonverbal: Touch, eye contact, etc.

- Infants/toddlers communicate what they want and need from the moment they are born.
- Adults need to watch and listen for cues and respond in a timely, patient and kind manner.
- When adults respond to their signals, infants/toddlers learn that they can affect other peoples' behavior and get what they want or need.

- “How we respond to young children can powerfully shape their development and lay the foundation for all future learning.”

Im, J. H., Osborn, C. A., Sánchez, S. Y., & Thorp, E. K. (2007). *Cradling literacy: Building early language and literacy in young children birth to five* (p. 18). Washington, DC: Zero to Three Press.

Cues can be grouped into 4 categories:

- Sounds or vocalizations
- Facial expressions
- Body movements
- The way they make or avoid eye contact

DVD clip from: "Making Everyday Moments Count!"

Book of Jenny
Getting in Tune with Baby

To summarize:

- Infants/toddlers use sounds, facial expressions, body movements and eye contact to give cues about what they want or need.
- Adults can learn to read these cues by carefully watching.
- Infants need to have their cues acknowledged as soon as possible.

• Acknowledge a cue in some way even if you are not sure what it means.

• The back and forth rhythm, or dance, of the infant/toddler and adult responding to each other teaches infants/toddlers that:

- They can affect the behavior of others
- Caregivers are there for them

10

“Back at Work” Handout 11

- Select an infant and a toddler
- Age of child you observed
- When you observed him
- Check the cues he gave you
- Check what you thought the cues meant
- How you responded to the cues
- How the infant/toddler responded to your response!

11

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

12

DVD clip from: "Making Everyday Moments Count!"



13

DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



14

DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



15

Welcome



Every Child Reads:
Birth to Three

Module II: How Infants and Toddlers Learn Language and Literacy

16

How do infants and toddlers learn language and literacy?

- Interacting with responsive adults
- Watching and listening to adults
- Experiencing routines and activities that engage their senses
- Exploring toys, books and materials in their environment

17

Infants/Toddlers are most likely to learn when:

- Learning is fun
- They have trusting relationships with important adults in their lives
- The adult follows the child's lead

18

DVD clip from: "Making Everyday Moments Count!"



19

"Back at Work" Handout 11

- Report on an infant or toddler
- Age of child you observed
- When you observed him
- One cue he gave you
- What you thought it meant
- How you responded to the cue
- How the infant/toddler responded to your response!

20

Learn about the apple

- Describe it in as many ways as possible.
 - Use all your senses
- Record your descriptions and ideas on notepaper.
- Work as a group.

21

DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



22

Routine

- Words/phrases you could introduce to the infant/toddler during the routine.
- Other things you could do during the routine that would help him develop language, literacy and background knowledge.

23

Be intentional and thoughtful:

- Introduce new words and ideas.
- Watch and listen to the child and respond to cues. Follow his lead.
- Do things that will encourage the infant/toddler to interact with you.
- Sing songs, rhyme words, play simple games.
- Repeat, repeat, repeat!

24

Handout 14 and marker

- Read other charts
- Add your new ideas to the charts
- Put a question mark by those ideas that are not clear to you
- Write ideas you want to remember on your handout

25

- Learning words and background knowledge is essential if children are to understand their world.
- When children are learning their brains are growing. Because the brain grows through the senses, the experiences and activities we offer should engage a child's senses.

26

- "...early experiences help to determine brain structures, thus shaping the way people learn, think, and behave for the rest of their lives."
(Reiner Foundation. (1997). *I am your child: The first years last forever* (p. 2) [Booklet]. Washington DC: Reiner Foundation.)
- Routines and experiences are opportunities to teach infants and toddlers words and ideas.

27

“Back at Work” Handout 15

1 infant and 1 toddler
1 routine and 1 activity/experience

- What you talked about
- Check how the child responded
- Write what cues he gave you: interested or not?
- Check what you did, besides talking, to encourage language and literacy
- Write what else you could have done

28

Welcome



Every Child Reads:
Birth to Three

Module II: How Infants and Toddlers Learn Language and Literacy

29

“Back at Work” Handout 15

- Describe the routine/experience
- Age of child
- Answer the 5 questions
- 2 people talk about the routine
- 2 talk about the experience

30

“Back at Work” Handout 15

- Was the play experience a quality one when compared to the criteria? Explain your answer.
- Which criteria is the most difficult to meet? Why?
 - Think about all of the experiences you have had with infants and toddlers and not just the one you did for your “Back at Work” assignment.

31

How do infants and toddlers learn language and literacy?

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- Watching and listening to adults
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Knapp-Philo, J. & Stice, K. (Eds.). (2004). *StoryQUEST 3: Celebrating early language and literacy*. Rohnert Park, CA: California Institute on Human Services at Sonoma State University.

33

A variety of print, symbols, signs and words encourages awareness of print

- Photographs of children and their families
- Pictures of daily routines
- Pictures of toys by where they are stored
- Artwork the children have created
- Signs
- Labels

34

- Eye level for the children
- Point to and talk about the pictures, photos, artwork
- Point to and read meaningful print in your environment to the children
 - Children's names
 - Labels by toys

35

- Good lighting so infants and toddlers can see your facial expressions and books
- Background noise level: reasonably quiet so children can hear language
- Opportunities for infants and toddlers to hear and listen to sounds

36

DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



37

DVD clip from: "Celebrating Language and Literacy for Infants, Toddlers, and Twos."



38

"Back at Work" Handouts 16, 17

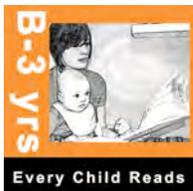
- When answering the last question:
 - Review all the "no's"
 - Think about the ideas from today's discussion
 - Write what you will do to make your environment more supportive of language and literacy
 - YES: add pictures of routines and signs
 - NO: I will talk more to the children
 - NO: children will dance more

39



Module II How Infants & Toddlers Learn

What I want to remember



Module II How Infants & Toddlers Learn

Reading and Responding to Cues: Observation Form

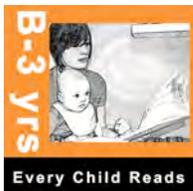
What cues did the infant give her parents?	How did the parents respond to the cues?



Module II How Infants & Toddlers Learn

“Getting in Tune With Baby” Parenting Counts Brochure is located in a plastic sleeve at the beginning of the module.





Module II

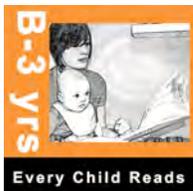
How Infants & Toddlers Learn

Back At Work: Watching, Listening and Responding to Infants and Toddlers

Directions: Complete two of these forms. Observe one infant and one toddler and mark the verbal and nonverbal cues they gave you in column #1. Check what you thought the cues meant in column #2. In column #3, write how you responded to the cues. In the last column, write how the child responded to what you said or did.

Age of the child: _____ **months** **I observed him/her when:** _____

What verbal cues did the child give me?	What did these cues mean? What was the child telling me?	How did I respond to the cues? What did I say or do?	How did the child respond to what I said or did?
<p><i>Check all you heard:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Made sounds (cooed, babbled) <input type="checkbox"/> Copied sounds I made <input type="checkbox"/> Said words I didn't understand <input type="checkbox"/> Said words I did understand <input type="checkbox"/> Cried, whimpered <input type="checkbox"/> Laughed, gurgled <input type="checkbox"/> Screamed, yelled <input type="checkbox"/> Other (describe) 	<p><i>Check all that apply:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Requesting help <input type="checkbox"/> Requesting comfort <input type="checkbox"/> Asking me to do something <input type="checkbox"/> Asking for an object <input type="checkbox"/> Wanting to know something <input type="checkbox"/> Protesting that he did not want an object <input type="checkbox"/> Protesting that he did not want to do something <input type="checkbox"/> Wanting me to notice an action/object <input type="checkbox"/> Greeting me/saying goodbye <input type="checkbox"/> Other (describe) 		



Module II

How Infants & Toddlers Learn

What nonverbal cues did the child give me?	What did these cues mean? What was the child telling me?	How did I respond to the cues? What did I say or do?	How did the child respond to what I said or did?
<p><i>Check all you saw:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Smiled <input type="checkbox"/> Frowned <input type="checkbox"/> Looked sad <input type="checkbox"/> Raised eyebrows <input type="checkbox"/> Widened eyes <input type="checkbox"/> Pointed/reached for something <input type="checkbox"/> Pushed things away <input type="checkbox"/> Looked at me <input type="checkbox"/> Looked at something or someone other than me <input type="checkbox"/> Turned head toward me <input type="checkbox"/> Turned head away from me <input type="checkbox"/> Waved arms <input type="checkbox"/> Kicked legs <input type="checkbox"/> Rolled over <input type="checkbox"/> Crawled, scooted, walked toward me <input type="checkbox"/> Crawled, scooted, walked away from me <input type="checkbox"/> Shook head, "no" <input type="checkbox"/> Shook head, "yes" <input type="checkbox"/> Other (describe) 	<p><i>Check all that apply:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Requesting help <input type="checkbox"/> Requesting comfort <input type="checkbox"/> Asking me to do something <input type="checkbox"/> Asking for an object <input type="checkbox"/> Wanting to know something <input type="checkbox"/> Protesting that he did not want an object <input type="checkbox"/> Protesting that he did not want to do something <input type="checkbox"/> Wanting me to notice an action/object <input type="checkbox"/> Greeting me/saying goodbye <input type="checkbox"/> Other (describe) 		



Module II

How Infants & Toddlers Learn

Sample Daily Care Giving Routines, Activities and Experiences

Daily Care Giving Routines

- Nap time: getting a child read for nap/getting him up
- Feeding times: bottle, breakfast, lunch, snack
- Diapering/toileting
- Washing face and hands
- Combing/brushing hair
- Changing clothes

Activities or experiences

- Arrival
- Departure
- Playing with clay, drawing, painting
- Music time: listening to it, making it, moving/dancing to it
- Listening to sounds (birds outside, chimes)
- Simple puzzles
- Pretending/playing "Make Believe"
- Playing with toys indoors
- Outside activities such as taking a walk, swinging, playing in a sandbox
- Picking up toys
- Physical activities such as running, pushing and pulling toys

Especially for practitioners working with infants!

Diaper-Changing Games

Sound Awareness

Changing a baby's diaper is sometimes not much fun for parents or other caregivers. Here is how you can turn this frequently occurring routine into a fun-filled learning activity.

What is the practice?

This practice involves using a routine daily activity to build a child's skill at listening and interacting with adults — important skills for communication. This is done by playing simple word-and-movement games as part of diaper changing. The games are best played when the child seems content to be lying on her back and having her diaper changed. It will not take long for the child to look forward to what you will do next and express it by vocalizing and showing excitement.

What does the practice look like?



Diapering games use diaper changing as a way to involve a child in sound and movement play, depending on her interest. It can be something as simple as describing what you are doing and responding to your child's vocalizations. Try turning diapering into a "sing-along."

How do you do the practice?

Here are some ideas you can try to make diaper changing time a fun activity. Encourage parents to use them while changing their baby's diaper.

- Make funny sounds to get the child's attention (e.g., "Phew!"). Try saying something like, "Did you smell that? What do you think?" Repeat any sounds the child makes. Be responsive to and encourage her to vocalize and get excited (but not too excited!).
- Describe what you are doing in a playful manner. "Baby's got a dirty diaper. What should we do? Clean it up; clean it up for [Mommy] and you."
- Touch games often work well. As you are changing the infant's diaper, repeat phrases like "I'm gonna get you!" Move your face closer and closer to your child's face. Kiss her on the forehead while saying "[Child's name] gets a kiss!"
- Pay attention to what the child seems to like to do while having her diaper changed. Find ways to respond to the child's sounds and movements to make diaper changing fun.
- Encourage the child to vocalize as much as you can. You want to have a conversation (of sorts) with the child.

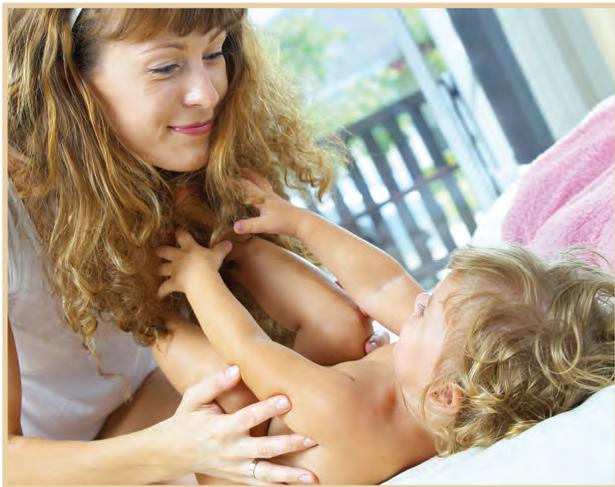
How do you know the practice worked?

- Does the child get excited or bright-eyed?
- Does the child anticipate being kissed or touched?
- Does the child vocalize as part of playing the game?

Take a look at more fun with diaper-changing games

Talking Match

The diaper-changing table in Grace's classroom has a favorite mobile hanging from the ceiling. The infants in her care get to play with it while being changed. Grace places 6-month-old Helen so that she can easily reach and swipe at the mobile during diaper changing. Grace interjects into Helen's play the different sounds that the mobile seems to make. She repeats these sounds many times during almost every diaper changing routine. The more Helen hears the sounds, the more she tries to repeat or say them. Playing with the mobile has turned into a fun-filled talking match!



"This Is Fun!"

Fourteen-month-old Keenan likes to have his diaper changed when his mother leans over him so that he can look at her face. Mom invented a Poopy Diaper Game that makes this not-so-fun activity a bit more enjoyable both for her and Keenan. The game includes a made-up song (Diaper change. Diaper change. Keenan needs a diaper change. Off with the old; on with the new. Keenan no longer smells pee-you!) Mom tickles Keenan's tummy at the end of each statement. Keenan has started smiling and vocalizing at his Mom to get her to play their diaper-changing game.

"I See You!"

Nine-month-old Sammy has some motor delays, but his early interventionist Evan noticed how excited Sammy gets when interacting with people. Evan helped Sammy's mother develop a quick, simple game that uses his love of face-to-face contact to help build his motor skills. Sammy's mother engages him in a simple game of Peek-a-Boo while changing his diaper. She places a small towel over his face and says repeatedly "Where is Sammy? Where is Sammy?" Sammy pulls off the towel—first with help, then on his own—and his mother says "Peek-a-Boo! I see you!" She repeats this three or four times while changing Sammy's diaper. The game ends by blowing raspberries on his tummy, which has Sammy laughing out loud.





Module II How Infants & Toddlers Learn

What I want to remember



Module II

How Infants & Toddlers Learn

3. What did you see or hear that told you the child was interested in what *you* were saying or doing?

4. What other things did you do *during the routine/play experience* to encourage language and literacy? Check all you did:

- Sang songs
- Said nursery rhymes
- Rhymed words
- Made sounds (ba ba ba)
- Copied sounds the child made
- Drew out or exaggerated sounds (ooooops)
- Labeled items
- Described what the child was doing (“You are kicking your legs.”)
- Described your actions (“I am taking off your sweater.”)
- Played simple games such as peek-a-boo
- Copied the facial expressions or gestures the infant or toddler made
- Made different facial expressions or gestures and encouraged the child to copy them
- Matched words with an action: saying “All done” as you raised arms in the air
- Other (describe)

5. What else could you have done to encourage language and literacy?

Adapted in part from Florida State University Research Foundation. (2007). *Infant toddler play groups. Weekly handouts session 1: How and why young children communicate.* Retrieved August 7, 2011 from <http://firstwords.fsu.edu/infoParents.html>



Module II How Infants & Toddlers Learn

Back at Work: Supportive Language and Literacy Environment Checklist Infants

Directions: Put a check by each item in your setting. Then, answer the last question on page 2.

Print Materials

Item	Yes	No
Books for infants:		
Appropriate		
Variety of topics		
Sturdy		
In good condition		
Accessible		

Other Ideas: _____

Music

Item	Yes	No
Rattles/shakers		
Musical instruments		
Toys that make sounds		
CD player		
CDs with appropriate songs		

Other Ideas: _____

Fine Motor

Item	Yes	No
Nesting cups		
Containers to fill and dump		
Textured toys		
Rattles/grasping toys		
Busy boxes		
Overhead gyms		

Other Ideas: _____

Dramatic Play

Item	Yes	No
Dolls		
Doll accessories (examples: blanket, bottle)		
Child sized pots & pans		
Toy telephones		
Stuffed animals		

Other Ideas: _____



Module II

How Infants & Toddlers Learn

Environmental Print (at eye level)

Item	Yes	No
Labels		
Signs		
Pictures of daily routines		
Pictures of toys by where they are stored		
Photos of children & their families		
Artwork done by infants		

Other Ideas: _____

Other

Item	Yes	No
Mirrors (by changing table & other locations at eye level)		
Mobiles (above changing table & in other locations)		
Soft seating for infants to lie or sit on to read (blankets, mats, soft child-sized furniture)		
Storage for books		
Reading corner/book nook (area for infants to look at books)		
Good lighting so infants can see facial expressions & books		
Quiet enough for infants to hear language		

Other Ideas: _____

When answering the following question, write how you will change the physical environment and not the strategies you will use or the activities the children will do.

To strengthen the language and literacy environment for infants in my setting, I can:

Harms, T., Cryer, D., Clifford, R. M. (2006). *Infant/toddler environmental rating scale, revised edition* (pp. 10-17, 30-34, 35-45). New York, NY: Teachers College Press.

Harms, T., Cryer, D., Clifford, R. M. (2007). *Family child care environmental rating scale, revised edition* (pp. 14-21, 32-35, 36-55). New York, NY: Teachers College Press.



Module II How Infants & Toddlers Learn

Back at Work: Supportive Language and Literacy Environment Checklist Toddlers

Directions: Put a check by each item in your setting. Then, answer the last question on page 2.

Print Materials

Item	Yes	No
Books for infants:		
Appropriate		
Variety of topics		
Sturdy		
In good condition		
Accessible		

Other Ideas: _____

Dramatic Play

Item	Yes	No
Dolls		
Doll accessories (examples: blanket, bottle)		
Cooking/eating equipment (child sized pots & pans, utensils, play food)		
Toy telephones		
Child sized furniture (stove, refrigerator, chairs)		
Stuffed animals		
Smaller buildings & people		

Other Ideas: _____

Music

Item	Yes	No
Rattles/shakers		
Musical instruments		
Toys that make sounds		
CD player		
CDs with appropriate songs		

Other Ideas: _____

Fine Motor

Item	Yes	No
Nesting cups		
Stacking rings		
Simple puzzles (2-4 pieces)		
Shape sorters		
Large stringing beads (greater than 1 ¼ inches in diameter or greater than 2 ¼ inches long)		
Large pegs & peg boarders (pegs should be greater than 1 ¼ inches in diameter or greater than 2 ¼ inches long)		
Large interlocking blocks such as Duplos (blocks should be greater than 1 ¼ inches in diameter or greater than 2 ¼ inches long)		

Other Ideas: _____



Module II How Infants & Toddlers Learn

Art

Item	Yes	No
Paint brushes		
Paint		
Crayons		
Water-based markers		
Chalk		
Chalkboard		
Large pieces of paper		
Playdough		

Other Ideas: _____

Environmental Print (at eye level)

Item	Yes	No
Labels		
Signs		
Pictures of daily routines		
Pictures of toys by where they are stored		
Photos of children & their families		
Artwork done by toddlers		

Other Ideas: _____

Other

Item	Yes	No
Mirrors (by changing table & other locations at eye level)		
Chimes		
Soft seating for toddlers to lie or sit on to read (blankets, mats, soft child-sized furniture)		
Storage for books		
Reading corner/book nook (area for toddlers to look at books)		
Good lighting so toddlers can see facial expressions & books		
Quiet enough for toddlers to hear language		

Other Ideas: _____

When answering the following question, write how you will change the physical environment and not the strategies you will use or the activities the children will do.

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Harms, T., Cryer, D., Clifford, R. M. (2007). *Family child care environmental rating scale, revised edition* (pp. 14-21, 32-35, 36-55). New York, NY: Teachers College Press.



Module II

How Infants & Toddlers Learn

What Young Children Like in Books

Infants 0-6 months

- Books with simple, large pictures or designs with bright colors.
- Stiff cardboard, “chunky” books, or fold out books that can be propped up in the crib.
- Cloth and soft vinyl books with simple pictures of people or familiar objects that can go in the bath or get washed.

Infants 6-12 months

- Board books with photos of other babies.
- Brightly colored “chunky” board books to touch and taste!
- Books with photos of familiar objects like balls and bottles.
- Books with sturdy pages that can be propped up or spread out in the crib or on a blanket.
- Plastic/vinyl books for bath time.
- Washable cloth books to cuddle and mouth.
- Small plastic photo albums of family and friends.



Module II

How Infants & Toddlers Learn

Young Toddlers 12-24 months

- Sturdy board books that they can carry.
- Books with photos of children doing familiar things like sleeping or playing.
- Goodnight books for bed time.
- Books about saying hello and good-bye.
- Books with only a few words on each page.
- Books with simple rhymes or predictable text.
- Animal books of all sizes and shapes.

Toddlers 2-3 years

- Books that tell simple stories.
- Simple rhyming books that they can memorize.
- Bed time books.
- Books about counting, the alphabet, shapes, or sizes.
- Animal books, vehicle books, books about playtime.
- Books with their favorite TV characters inside.
- Books about saying hello and good-bye.

From: Zero to Three (2003). *Early literacy* (p1). Retrieved July 27, 2011 from www.zerotothree.org/childdevelopment/early-language-literacy/earlyliteracy2pagehandout.pdf



Module II How Infants & Toddlers Learn

What I want to remember