

Meeting the English Language Needs

of Early Childhood Educators and Families



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- ### Learning objectives
- ❑ Identify practical skills needed by nonnative speaking early childhood educators and families to listen, speak, read, and write in English on the topics of childhood care and child development.
 - ❑ Explore various strategies to promote English language proficiency among nonnative speaking early childhood educators and families.
 - ❑ Discover established curriculum and materials specifically designed for increasing the English language proficiency among nonnative English speaking early childhood educators.

Learning English

Informal	Formal
	<ul style="list-style-type: none"> • General English/ESL • Survival English • Academic English • ESP

✓


English for Specific Purposes (ESP)

- ❑ ESP is a sphere of teaching English language.
- ❑ ESP meets specific needs of the learners.
- ❑ ESP makes use of underlying methodology and activities of the discipline it serves
- ❑ ESP centers on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

Adapted from en.wikipedia.org/wiki/English_for_specific_purposes

Curriculum Development

- 2000: Latina child care providers community group requests English language classes from Mission College.
- CHD & ESL faculty collaborate to discuss curriculum needs for first course.
- Ongoing research, instruction, evaluation by ESL instructor-authors to distill CHD concepts, combine with language and culture elements.
- 2006, 2009, 2014: Additional courses and course material created and offered.




English for **Child Care** curriculum enables learners to

Respond appropriately to English language	Participate in conversations in English
Use appropriate grammar to promote effectively	Comprehend and respond appropriately to readings
Use vocabulary words and phrases found frequently	Recognize selected aspects of American culture



Child Care Themes

CHAPTER 1 Welcome



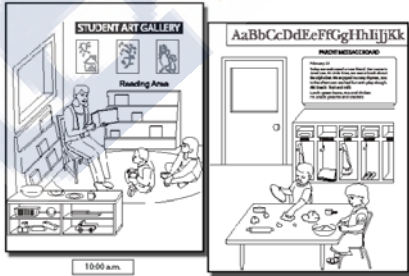
Today is Kevin's first day at Happy Valley Child Care Center. Kathy Martin is welcoming Anna Lee, Peter Lee, and their baby.

ACTIVITY 1 Talking about the picture

LANGUAGE FOCUS: Nouns

CHAPTER 2 Communicating about Child Care

Happy Valley Child Care Center, Preschool Room



10:00 a.m.

Ramuel Orozco is the teacher. She is reading a

4:00 p.m.

CHAPTER 3 Preventing Accidents

Susan and Eric Porter are at their grandparents' house. Their parents are at work. Their grandmother is making lunch. She hears the doorbell and goes to open the door. She leaves the children in the kitchen. Betty Porter, their mother, comes home for lunch and she sees this scene. She is very worried!

CHAPTER 4 Reporting Incidents

One day, eighteen-month-old Jessica McClure was playing in the back yard at her aunt's home child care center. Four other girls and boys were also playing in the yard. Jessica's mother was watching the children. One curious toddler rolled a rock away from an 8-inch opening to a well.

CHAPTER 5 Treating Illnesses and Injuries

Activity 1 Talking about the picture

1. How does the woman in this picture feel? Guess.
2. Why does she feel this way? Guess.

Use some of these phrases to answer the questions.

CHAPTER 6 Infants (0-12 months)

Activity 1 Talking about the picture

Use these words to talk about the picture. Describe the children, their age, actions, and expressions. Make affirmative and negative sentences.

CHAPTER 7 Toddlers (1-3 years)

Activity 1 Talking about the picture

Use these words to talk about the picture. Describe the children, their age, actions, and expressions.

touch smile finger—fingers long hair

CHAPTER 8 Preschoolers (3-5 years)

Activity 1 Talking about the picture

Use these words to talk about the picture.

crafts mallet rods fit
art project nails rectangles design


CHAPTER 9 School-Age Children (5-9 years)



ACTIVITY 1 Talking about the picture
Use these words to talk about the picture. Describe the children, their ages, items, and activities.


Vocabulary

Use words and phrases frequently found in the context of child care, parenting, and early childhood education.



ACTIVITY 1 Talking about the picture
With a partner find the following people and items in the picture. Use singular and plural nouns.

Raquel Orozco	preschooler — preschoolers	chair — chairs
Janet Lee	rug — rugs	play dough
Joseph Marcos	hall — halls	circle time
Jeff Chavez	book — books	picture — pictures
Emily Hassan	block — blocks	message — messages
teacher — teachers	toy — toys	alphabet
child — children	plate — plates	cubby — cubbies
adult — adults	cup — cups	shelf — shelves
girl — girls	bowl — bowls	truck — trucks
boy — boys	table — tables	letter — letters



ACTIVITY 1 Talking about the picture
Use these words to talk about the picture.

kitchen	mop	skateboard
table	sink	bleach
counter	stove	safety gate
pot	cabinet	stairs
stove	highchair	reach
bucket	strap	sit
puddle	food	eat
	plate	

Discuss these questions with a partner. Use the vocabulary in the word list above.







1. What are the children doing? Are they safe?
2. What did the grandmother do wrong?
3. A hazard is something dangerous. Can you find the hazards in the picture? Circle them.

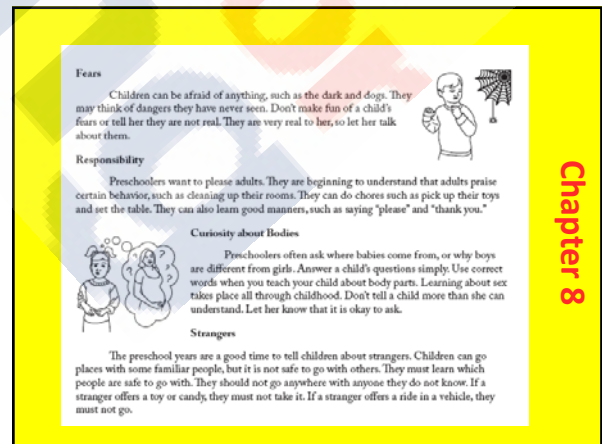
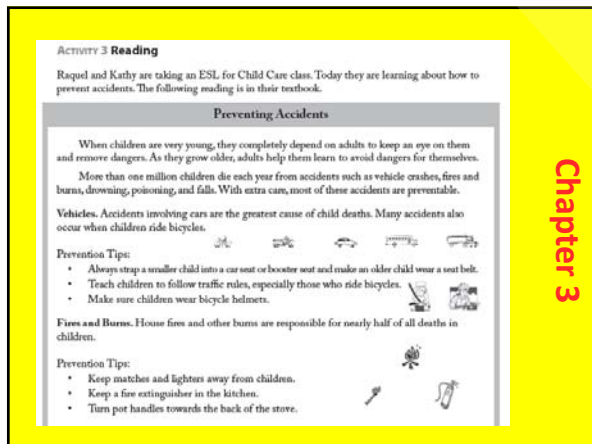
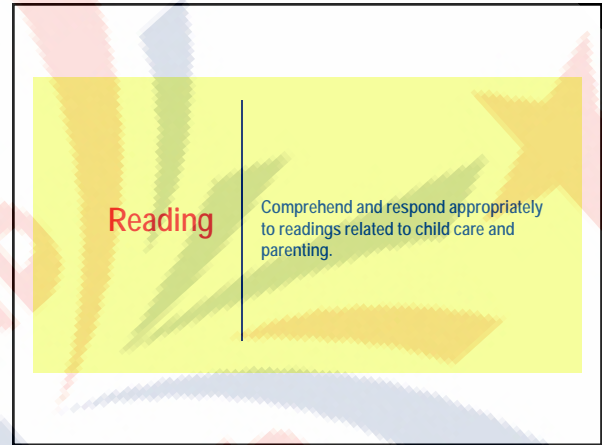
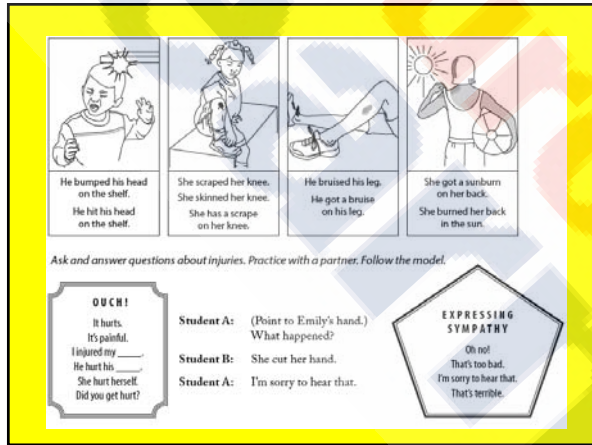
ACTIVITY 5 Completing sentences with new vocabulary
Write the correct word from the list in front of each definition.

protect, v.	1. _____ to drop down
prevent, v.	2. _____ to destroy by fire or heat
burn, v.	3. _____ to keep something safe
fall, v.	4. _____ to stop something from happening
trip, v.	5. _____ to catch a foot on something and fall
choking, n.	6. _____ when water causes breathing to stop
drowning, n.	7. _____ when something causes breathing to stop
poisoning, n.	8. _____ eating or drinking something that causes injury
driveway, n.	9. _____ a protection for the head
helmet, n.	10. _____ a road from a street to a building
slippery, adj.	11. _____ a place for bathing
bathrub, n.	12. _____ allows sliding easily
medicine, n.	13. _____ something that takes you from one place to another
matches, n.	14. _____ information about a product attached to it
label, n.	15. _____ a hurt

Common child care items
Chapter 1

Kevin uses these items at home. Listen to these words. Repeat them.

 a car seat	 a highchair	 a stroller	 a crib
 a booster seat	 a diaper	 potty training pants	 diaper rash cream



Sentence Structure

Use appropriate grammar to communicate effectively with parents, teachers, and child care providers about child-related topics.

LANGUAGE FOCUS: Yes/no questions and short answers in simple present tense

YES/NO QUESTION		AFFIRMATIVE SHORT ANSWER		NEGATIVE SHORT ANSWER	
Do/ Does	Subj.	Base form verb	Yes	Subj. pron.	do/ does
Do	I	go	Yes, I do.	I	do not/ don't.
Do	you	have	Yes, I do.	I	do not/ don't.
Do	they	listen	Yes, they do.	They	do not/ don't.
Does	he	she	Yes, he/ she does.	He/ She	do not/ doesn't.
Does	she	it	Yes, she/ it does.	She/ It	do not/ doesn't.

Example 1: Q: (Do/Does) the Porter children wake up early? A: Yes, they do.
Example 2: Q: Does Eric (get/gets) dressed by himself? A: No, he doesn't.

Activity 11 Asking yes/no questions about a daily routine

Use the information in Activity 10 about the Porter family's routine. Circle the correct verbs in the following yes/no questions. Ask a partner your questions. Write your partner's answers. Take turns.

1. Q: (Do / Does) the Porter children wake up early? A: Yes, they do.
 2. Q: Does Betty (drink / drinks) milk for breakfast? A: _____
 3. Q: Does Susan (sit / sits) at the table for breakfast? A: _____
 4. Q: (Do / Does) Eric and Susan like coffee? A: _____

Activity 17 Using descriptive praise

Practice with a partner. Give descriptive praise. Use the sentence patterns from the Language Focus box and the phrases below.

LANGUAGE FOCUS: Descriptive praise for past actions

Use exactly what a child did well. Here are some useful sentence patterns for descriptive praise.

I like how you + Past action.
 I like how you shared your toy with Paloma.
 I like how you helped clean up the play room.

It was nice that you + Past action.
 It was nice that you shared your book.
 It was good that you didn't cry when the baby sister came.

I am + Adjective that you + Past action.
 I am happy that you said "Thank you."
 I am glad that you didn't fall.

You + Past action. That's + Adjective.
 You both played nicely together. That's great!
 You said "Please." That's very good.

- (got dressed by yourself)
- (brushed your teeth by yourself)
- (dressed your shirt)
- (put away your toys)
- (ate all your lunch)
- (cleared your plate)
- (helped your friend)
- (shared your snack)
- (didn't cry when we said good-bye)
- (didn't fight with your brother)
- (didn't shout during quiet time)
- (didn't make a fuss about turning off the TV)

Chapter 4 pages 68-72 to review past tense for regular and irregular verbs

Oral Skills

Listen, understand and respond appropriately, participate in conversation in English.

Activity 20 Pronouncing numbers

Your teacher will pronounce the numbers. Watch, listen, and repeat.

one	eleven	thirty
two	twelve	forty
three	thirteen	fifty
four	fourteen	sixty
five	fifteen	seventy
six	sixteen	eighty
seven	seventeen	ninety
eight	eighteen	one hundred
nine	nineteen	twenty-one
ten	twenty	thousand

Check times:
 2:15 two fifteen
 2:50 two fifty
 7:30 seven thirty
 12:20 twelve twenty

Telephone numbers:
 855-5314
 435-8609
 (408) 855-5314
 (888) 308-2316

Years and street numbers:
 1918 nineteen eighteen
 2010 two thousand (and) ten
 1407 fourteen oh seven
 4540 sixty-five forty

Activity 21 Hearing numbers

Listen to the sentences and circle the letter of the number you hear.

1. A. 16 3. A. 1340 6. A. 413 9. A. May 22, 2007
 B. 60 B. 1314 B. 430 B. May 27, 2007

Identifying illnesses

Chapter 5

Activity 13 Identifying Illnesses

Look at the pictures. Each sentence describes an ailment. Talk about the ailments with a partner. Follow the model. Take turns.

Dialog 1

Student A: How does she feel?
Student B: She doesn't feel well. She has a sore throat.


Dialog 2

Student A: What's wrong?
Student B: She has an ear infection.
Student A: That's too bad!


Labels: a sore throat, an ear infection, a stomachache, a rash

Activity 14 Talking about illnesses with have


Complete the sentences with illnesses on this page.




a cold




a fever




a runny nose



pink eye



a bloody nose



diarrhea

- Janet's forehead feels very warm. She has _____.
- My daughter has a cold and _____. She needs more tissue!
- He used a new kind of sunscreen. Now he has _____ on his chest.
- Her brother ate too many cookies. Now he has _____.
- Laura is touching her ear and she has a fever. Maybe she has _____.
- James got hit in the face by a soccer ball. Now he has _____.
- Eric needs to stay near a bathroom today. He has _____.
- His eyes are red and itchy. He has _____.
- She's coughing and sneezing. She has _____.

Role-play

With a partner, call a teacher about your sick child. Practice with other ailments. Follow the model below. Remember these two patterns from page 88 and page 90.

He/She is VERB+ing	He/She has + noun
--------------------	-------------------

Teacher: Hello?

Parent: Hi, this is _____. I'm calling because _____ is staying home from school today.

Teacher: Oh? Is everything OK?

Parent: He/She has } _____ He/She doesn't feel well.
He's/She's }

Teacher: That's too bad. I hope _____.

Parent: Thanks. _____.

Teacher: Take care. _____.

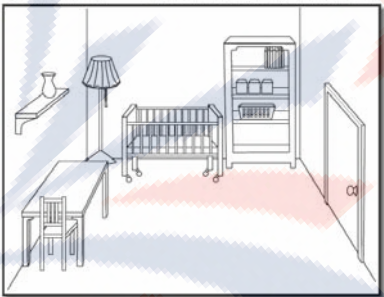
Information Gap Activities

ACTIVITY 10 INFORMATION GAP: Where are the baby's items?

First, review prepositions of place (on, above, behind, under, in front of, next to, near, and between). Ask and answer questions about the items in this picture.

Q: Do you see the crib? A: Yes, I see the crib.

Q: Where is the crib? A: The crib is between the lamp and the book shelf.



Info Gap – Partner A




Info Gap – Partner B



Cultural Notes

ACTIVITY 7 Cultural Note: A parent-teacher conference

A parent-teacher conference is a meeting between a parent and a child's teacher or child care provider. They discuss the child's progress and skills. Both the parent and the teacher can ask questions. They can talk about what the child does well and try to solve any problems. It is an important meeting. It usually happens only once or twice a year.



As a parent, it is a good idea to prepare your ideas before this important conference. Make a list of questions and thoughts before the meeting.

Read the questions and thoughts below.

Questions:

- How is my (son / daughter) doing?
- Does she do well in (English / reading / math / science / art)?
- Does he (finish his work / follow directions / get along with his classmates)?
- Which (activities / subjects / people) does she like?
- What problems does she have?
- How can I help him improve his _____?
- Can you tell me about _____?


Thoughts:

- She is usually (happy / sad / angry / excited) about going to school.
- He says that (school / the teacher / the other kids / math / English) (is / are) _____.
- At school, he likes _____, but he doesn't like _____.

Prepare for a parent-teacher conference about a child that you know! On a piece of paper, write at least three questions and comments about that child. Be specific. Then, role play the conference with a partner.

ACTIVITY 15 Cultural note: Toilet training

In North America, adults use diapers on babies for the first few years. They usually begin training a child to use the toilet between two and three years old. To start, they often put the toddler on a potty seat (small toilet seat) and encourage her to go potty (use the toilet). They use diapers less often. They start using potty training pants. Many Americans believe a child should start when she shows interest in using the toilet. She should not begin before she is ready. Caregivers praise the child when she uses the toilet. Sometimes she has a potty accident or wets her pants. It's helpful for the child when adults stay calm. After the child goes potty, adults help her to wash her hands. Parents let their child use the toilet just before going to bed. They try not to give her drinks in the evening. This will help her stay dry at night.



Discussion

1. In your home country, how do children learn to use the toilet? At what age do they learn?
2. Do babies use diapers in your home country? If so, are they cloth or disposable?
3. What are the advantages and disadvantages of cloth diapers? of disposable diapers?

Vocabulary for potty training

It is helpful for toddlers to learn simple words for potty training. Adults can use these words to talk to children. But they use different vocabulary to talk with other adults. Doctors and other professionals use other special words to talk about these important functions of the body. It is helpful to know this vocabulary.

Look at the nouns below. Who uses these words? What do they mean? Put the words in the chart.

pee	BM	urine	stool	feces
pee pee	poop	poop	bowel movement	

Extension Projects

Promote language learning and literacy among children

Step 5: Circle Time presentation [Due date: _____]

Read your picture book out loud. When you read, role-play that your listeners are young children. (Tell them what age.) Your teacher may give you a time limit for reading/ing.

1. (a) Start with a circle time transition song and then read your story. Or
- (b) Read the story and end with a circle time transition song.
- Try to engage all of the children in your group.
2. Show your book to the children. Say the title, the author's name, and the illustrator's name.
3. Ask questions about the cover to help children predict what the story is about.
4. If you have a puppet or other toy, use it at an appropriate time.
5. Read the story out loud and show the pictures to every child.
6. Use different voices and hand motions to keep the children interested.
7. Talk about the cover and ask questions about the story and pictures.
8. Let the children ask questions about the story and pictures. Answer them.
9. At the end of the story (or your time limit), thank the children for listening.
10. Tell the children what they will do next (for example, take a nap, have lunch, or go outside).

Sentence starters

You will read the author's words in the book. You will also use other sentences to engage the children-to make them feel interested. The following sentences are useful. Use as many as possible.

- The title of this book is _____.
- This book was written by _____. It was illustrated by _____.
- Look at the cover. What do you see? What do you think this book is about?
- Look at this picture. Point to the _____. Show me the _____.
- Where's the _____? Where are the _____? Can you see the _____?
- How many _____ do you see? How many _____ are there?
- What sound does a _____ make?
- What color is the _____?
- What's happening in this picture? What is _____ doing?
- How does _____ feel? Why?
- Whose _____ is this? Whose _____(s) are these?
- What's going to happen next?
- I hope you enjoyed Circle Time today. Thank you for listening! Now we're going to _____.

Transition Songs for Circle Time

To start your Circle Time presentation with a song, prepare and practice one of these songs.

Make a Circle
(Sing to the tune of "Frère Jacques")
Make a circle, Make a circle
Make it round, Make it round
Make it in a hurry, Make it in a hurry
Then sit down, Then sit down.

Come And Join Us
(Sing to the tune of "Clementine")
Come and join us in the circle
For a fun and happy time.
We will learn and play together
In our circle, yours and mine.

Listen carefully and look closely
Have good manners and be kind
We will learn and play together
In our circle, yours and mine.

Welcome To Circle
(Sing to the Tune of "Frère Jacques")

To end your Circle Time presentation with a song, prepare and practice one of these songs.

Clean Up Now
(Sing to the tune of "Twinkle Twinkle Little Star")
It is time to clean up now.
Clean up, clean up, we know how.
We can clean up; you will see
Just how clean our room can be.
It is time to clean up now.
Clean up, clean up, we know how.

Put the Toys Away
(Sing to the tune of: "He's got the whole world in his hand")
It's time to put all the _____ (toys) away.
It's time to put all the _____ (books) away.
It's time to put all the _____ (blocks) away.
So we can go outside.

The Clean Up Song
Clean up, clean up
Everybody, everywhere
Clean up, clean up
Everybody, everywhere

English for Child Development

Language Skills for Parents and Providers



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Content-Based Instruction

- 01** Language and content cannot be separated
- 02** "Rich" content sets the scene for language learning to occur
- 03** Relevant content can serve to motivate students
- 04** Intensive exposure to highly contextualized language promotes deeper learning
- 05** Contextualized learning increases comprehension and retention


English for Child Development Curriculum

- 1 Teaches English specific to early childhood education.
- 2 Focuses on the academic language for students of child development.
- 3 Gives practical assignments for communicating orally and in writing as child care educators and families.
- 4 Embraces the linguistic and cultural diversity of children and adults.
- 5 Include games, creative projects, and problem-solving tasks.
- 6 Recognize selected aspects of American children's culture, such as songs, and stories, and use these with children.



Child Development Themes

CHAPTER 1 Gathering Information about Children



Chapter goals


CHAPTER
2 Documenting Development



Chapter goals

- Develop and practice vocabulary and expressions to describe children and their development


CHAPTER
3 Describing Children and their Development



Chapter goals

- Develop and practice vocabulary and expressions to describe children and their development

CHAPTER
4 Factors in Child Development



Chapter goals

- Develop and practice expressions to discuss information about an environment
- Fill out a child care Environment Rating Sheet
- Describe a child care environment objectively
- Write an observation and reflection on a child care environment


CHAPTER
5 Socio-Emotional Development



Chapter goals

- Develop and practice vocabulary and expressions to discuss cognitive development

CHAPTER
6 Motor Development



Chapter goals

- Develop and practice vocabulary and expressions to discuss motor development

CHAPTER
7 Cognitive Development



Chapter goals

- Develop and practice vocabulary and expressions to discuss cognitive development

CHAPTER
8 Language and Literacy Development



Chapter goals

Vocabulary Spelling, pronunciation, definitions, inflections, collocations, register

			
She's lying prone. She's lying on her stomach. She's lifting her head and shoulders.	She's rolling over. She's rolling onto her back.	She's sitting up. She's sitting without support.	She's crawling. She's on all fours.
			
She's pulling herself up to standing.	She's standing with assistance. She's standing with support.	She's walking with assistance. She's walking with support.	She's walking independently. She's walking all by herself.

Part 1: Everyday Language and Concepts
Describing children's physical appearance and racial identity

Activity 1 Describing children's physical appearance: Patty and Max

A. Examine the vocabulary for physical descriptions. Put a star next to new words. Ask your teacher what they mean or look them up in a dictionary.

Phrases to describe the body	Phrases to describe skin	Phrases to describe eyes	Other phrases to describe faces	Phrases to describe hair
She is ... a little heavy of average height overweight short slender plump slim tall short He has ... toned muscles	He has light skin. She is white. He is Black. They have light tan skin. His skin is golden tan. She has dark brown skin. He has honey-colored skin. They have freckles. He has scars. She has a birth mark.	His eyes are ... close set Black. deep set wide set black dark brown light brown green hazel blue She has ... thick eyebrows long thick curly eyelashes	She has ... a high forehead a round face a heart-shaped face a long face a square jaw a widow's peak thin lips full lips dimples missing tooth/teeth a gap between her front teeth a broad nose round cheeks	Her hair is ... She has ... hair. long short shoulder-length straight curly wavy blonde light brown dark brown red black She has ... braids bangs a widow's peak her hair in a ponytail her hair pulled back

B. Listen to the descriptions of Patty and Max. Fill in the blanks with the words that you hear. Some of the words are from the box above. Compare your answers with a classmate.

Patty is a five-_____old African-American girl. She's _____ three and a half feet _____. She is slender and has round _____. She has _____ skin and dark brown _____ with curly eyelashes. She is _____.

Children develop logic-mathematical knowledge when they are able to use logic and math skills to solve problems. A child learns the concept of one-to-one correspondence in counting. For instance, using a string of beads, he can point to each bead and count them one by one. A child learns to classify objects: he identifies similar objects and puts them together. For example, he puts all the blocks in one group and all the balls in another group. A child recognizes different sizes and learns to stack rings from biggest to smallest. A child learns that he can cause a tower of blocks to fall by hitting it. These are examples of logic-mathematical knowledge.

42 Play and Cognitive Development

Infants are born with a strong desire to explore and learn. Young children gain various kinds of knowledge very quickly. Researchers have discovered that much learning occurs through play. As children play, unpredictable things happen. Therefore, they must learn how to respond to many different kinds of situations. In this way, their brains develop well. They become skillful, responsive, and cognitively flexible.

49 Summary

Cognitive development includes social knowledge, physical knowledge, and logic-mathematical knowledge. Children learn an enormous number of complex skills very quickly. They learn about size, shape, weight, space, numbers, time, classification, colors, comparisons, and force. They learn how to behave with other people. All of these skills contribute to and influence other kinds of development, too.

4 conversation, n. - an accepted way of doing things. Related word: *conventional*, adj.
5 custom, n. - a usual or traditional activity in a certain group
6 classify, v. - to arrange people or things in groups based on how they are alike
7 predict, v. - to say that something will or might happen in the future. Related word: *predictable*, adj.
8 flexible, adj. - able to change easily in response to new situations
9 force, n. - physical power
10 contribute, v. - to give, help, or add to something

Chapter 7 Cognitive Development 121

ACTIVITY 21 Vocabulary highlight: effect, affect

A. Examine some meanings and uses of *effect* and *affect*. Talk with your teacher and classmates and choose the best way to complete the examples.

effect, noun: a change that results when something is done or happens

Pattern	Collocations	Examples
To have an effect on somebody/ something	have an effect on has no effect on had a big effect on	A child's environment has an big effect on her _____.
[someone] + effect(s)	positive effects a negative effect an immediate effect a powerful effect an important effect a calming effect significant effects	Research shows that _____ has/have a/an _____ effect on a child's life.
the effect(s) of + [noun / noun]	the effects of daily exercise the effects of divorce the effects of smoking	They're studying the effects of _____ on children.

affect, verb: to produce an effect or a change on sb/sth/abdy

Pattern	Collocations	Examples
[someone] + affect	directly affect(s) greatly affect(s) hardly affect(s) profoundly affect(s)	A child's family _____ [verb] affects her _____.

APPENDIX Word Forms

Chapter 7 Activity 12 Word forms: -tion, -ence, -ent

Fill in the blank with the correct word form for each sentence. Write all the verbs in the present tense. They may be affirmative or negative. The nouns may be singular or plural.

- instruct (v.) instruction (n.)**
 - The teacher gave all of the _____ (v n) in English and Spanish.
 - There are times when it is helpful for a teacher to _____ (v n) children in their native language.
- contribute (v.) contribution (n.)**
 - Play _____ (v n) to cognitive development.
 - Children make a valuable _____ (v n) to our lives, but they are also a lot of hard work.
- explore (v.) exploration (n.)**
 - _____ (v n) is one of a toddler's favorite activities.
 - Toddlers _____ (v n) just about everything they can get their hands on.
- classify (v.) classification (n.)**
 - _____ (v n) is a skill that children learn as their cognitive development increases.
 - Infants _____ (v n) the objects around them because they do not yet have the cognitive development.
- construct (v.) construction (n.)**
 - He _____ (v n) a block tower every chance he gets. He loves to play with blocks.
 - Exploration used to be his favorite activity, but now he likes _____ (v n) just as much.

Some nouns ending in *-ence* become adjectives by dropping *-ence* and adding the suffix *-ent*, for example, **independence (n.) - independent (adj.)**.

- evidence (n.) evident (adj.)**

Reading

Learn to read
Read to learn

ACTIVITY 26 Reading: Domains of Child Development

21 Motor Development

As a child uses his muscles to move his body physically, he develops motor skills. At first, his motions are reflexes such as blinking or grasping. As he grows, he begins to make simple movements. For example, he rolls over and kicks the air. He touches his father's face and crawls to his sister. In time, he uses a table to pull himself to a standing position. These actions are examples of his early motor development.

As a child grows, he uses his muscles to make more complex movements. For example, he learns to use his large muscles to walk and run. He throws a large ball and climbs up steps. He makes complex movements with his small muscles, too. He pulls up a zipper. He opens large buttons and uses scissors. As a child gains muscle strength, balance, and a sense of space, his motor development improves.

22 Cognitive Development

From the first weeks of life, an infant is an active learner. She is aware of her environment. She follows moving objects and recognizes faces. In time, she tries to roll over to move toward a toy. She pushes things off the table and watches as they fall. At play, she pretends to make a phone call with a banana. To do these actions, she must use her mind to think, learn, and remember. These actions are examples of a young child's cognitive development.

As she gains knowledge of her environment, her cognitive ability improves. She is curious and she uses her memory and knowledge while at play. She begins to solve problems. For example, a toddler sees a book she wants on a high shelf. She thinks, "I want that book," but she cannot reach it. She remembers where the step stool is. She finds it and pushes it over to the bookshelf, climbs up, and reaches the book. Finally, she takes it down and opens it up. It is a complex cognitive process to do all of this.

Developmental Domains: SED — Social and Emotional Development

SED 3: Relationships and Social Interactions with Familiar Adults
Child develops close relationships with other or other familiar adults (including family members) and interests in an increasingly competent and cooperative manner with familiar adults.

Mark the latest developmental level the child has mastered:

Responding	Exploring		Building		Integrating	
	Earlier	Later	Earlier	Later		
Responds to face, voice, or actions of familiar people	Shows a preference for familiar adults and does not interact with them	Interacts in simple ways with familiar adults and does not maintain the interaction	Initiates activities with familiar adults and seeks out assistance or support from familiar adults	Engages in extended interactions with familiar adults in a variety of situations (e.g., during play or experiences, solving simple problems)	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with a familiar adult
Possible Examples	<ul style="list-style-type: none"> Winks or smiles back at the adult Does not respond to the adult's voice Does not make eye contact with the adult Does not point to a familiar adult 	<ul style="list-style-type: none"> Reaches for a familiar adult and is held by the adult Reaches for a familiar adult to get the adult's attention Laughs or giggles when the adult smiles Looks at the adult and makes a face 	<ul style="list-style-type: none"> Reaches for a familiar adult to get the adult's attention Reaches for a familiar adult to get the adult's attention Reaches for a familiar adult to get the adult's attention Reaches for a familiar adult to get the adult's attention 	<ul style="list-style-type: none"> Communicates to a familiar adult "I want that toy" or "I want that book" Communicates to a familiar adult "I want that toy" or "I want that book" Communicates to a familiar adult "I want that toy" or "I want that book" Communicates to a familiar adult "I want that toy" or "I want that book" 	<ul style="list-style-type: none"> Asks a familiar adult for assistance or explanation Communicates to a familiar adult "I want that toy" or "I want that book" Communicates to a familiar adult "I want that toy" or "I want that book" Communicates to a familiar adult "I want that toy" or "I want that book" 	<ul style="list-style-type: none"> Offers to share objects with a familiar adult Engages in cooperative activities with a familiar adult Engages in cooperative activities with a familiar adult Engages in cooperative activities with a familiar adult

☐ Child is emerging to the next developmental level
☒ Child is unable to take this measure due to extended absence

SED 3 Relationships and Social Interactions with Familiar Adults SED 3

B. Mark the main idea of the reading with a check (✓).

___ Children all gain skills in the different domains of development in the same order.
___ Child development can be divided into four different domains that are all related.
___ No one domain is more important to development than any other domain.

ACTIVITY 28 Organization of the reading: Domains of Child Development

Complete the outline with the main ideas from the reading. Use the words from the list.

throughout born	I. Introduction	A. Child development is the series of changes that start before a child is _____ life.	
		B. Development continues _____ life.	
cognitive interrelated socio-emotional motor language	II. Domains of Child Development	A. Four domains of development are: 1. _____ 2. _____ 3. _____ 4. _____	
		B. These domains affect one another so they are _____.	
	relationships	III. Socio-emotional Development	A. Important socio-emotional developments are learning to: _____

Part II: Academic Language and Concepts

Understanding a Child's Development

Children develop in many different ways. Child development experts call these different areas domains. The following reading describes these domains and how they affect each other.

ACTIVITY 25 Pre-reading questions

Before you read the passage, discuss these questions to learn more about the topic.

1. One of the ways that children develop is socially. This means that they learn to get along with other people. Which of the skills listed below are necessary for getting along with other people? Put a check ✓ next to them.

___ running ___ crawling ___ sharing toys ___ smiling
___ taking turns ___ talking ___ cutting paper

2. As children develop motor skills, they learn to control and move their bodies. They learn physical skills. Which of the skills listed below are mainly motor skills?

___ running ___ crawling ___ sharing toys ___ making friends
___ taking turns ___ talking ___ cutting paper with scissors ___ using a spoon for feeding

3. A child uses cognitive skills to think, learn, and remember. Look at the list below. Which of the skills listed below require the use of mainly cognitive skills?

___ running ___ walking ___ listening to a story ___ making friends
___ writing ___ talking ___ cutting paper with scissors ___ using a new vocabulary word
___ coughing ___ smiling

ACTIVITY 29 Reading and vocabulary analysis

Read each sentence from the reading. Circle the letter of the best answer according to the passage.

Every child develops in a unique way, but children develop in similar ways, too.

- Unique means _____.
 - different from anything else
 - following a certain order
 - much the same as everything else
- This sentence means that _____.
 - all children develop the same way
 - all children develop in different ways
 - each child is different, but all children develop similarly

Although the domains are different, they are related to each other. Changes in one domain usually have an influence on the other domains.

- The domains _____.
 - all affect each other
 - sometimes affect each other
 - are very similar to each other
- To have an influence means _____.
 - to leave something unchanged
 - to subtract from
 - to have an effect
- Which of the following is an example of showing empathy?
 - A child looks for his toy under the sofa.
 - A child goes and gets the mother of a child who fell down.
 - One child grabs another child's toy and pulls it away from her.
- To mature means _____.
 - to cry
 - to help someone who is sad or hurt
 - to become more like an adult

He makes complex movements with his small muscles, too. He pulls up a zipper. He opens large buttons and uses scissors.

- A complex movement is one that _____.
 - takes several different physical skills
 - requires the use of fingers
 - requires the use of only small muscles
- _____ is an example of using small muscles to make a complex movement.
 - Kicking a ball to make it roll
 - Holding a spoon with the fingers
 - Swinging on a swing

ACTIVITY 30 Post-reading discussion

Conversation Model

Anna: I believe that cutting paper with scissors is primarily an example of motor activity.

Kathy: I think so too. It also relates to cognitive skills because when you use scissors, you are thinking of something that you want to make.

A. In pairs, look at the activities below. Discuss the domains of development following the model.

Sentence patterns: I believe that actions is primarily an example of «domain» activity. It also relates to «domain» skills because «reason».

cutting paper with scissors	holding a spoon in one hand and a cup in the other
listening to a story	bringing a blanket to a friend who is crying
coughing	using single words
understanding another person's feeling	taking turns during a game
using a new vocabulary word	using words to express anger
running	sorting toys by color
talking with a friend about a problem	hopping on one foot
finding a solution to a problem	skipping
finding a toy where they remember leaving it	identifying words that rhyme
counting from 1 to 20	

B. Write the activities in the correct boxes.

Socio-emotional Development	Motor Development

Writing

Grammar, writing, mechanics, and editing

Dialog model

A: I think _____ is a result of (heredity / the environment / both factors) because _____ How about you?

B: I agree. OR I'm not sure I agree. I (think / feel / believe) _____

LANGUAGE FOCUS: Real conditional sentences: present and future

All conditional sentences contain a dependent clause and an independent clause. The dependent clause usually begins with **if**. It expresses a condition. The independent clause expresses a result of the condition.

Present real (general truth)

The present real conditional sentence refers to a condition and its usual result. The dependent clause begins with **if** or **unless** and uses the simple present. The independent clause uses the simple present.

Dependent clause (present tense)	Independent clause (present tense)
If a pregnant woman eats nutritious food, unless we wash our hands after playing, when the window is open,	her unborn child benefits. we may spread germs. does fresh air enter the room?

Notes: 1. **if** It may or may not rain. It's possible but not certain.
 2. **unless** We may or may not wash. **unless** we wash — if we don't wash
 3. **when** The window is certainly open sometimes and closed other times.

Future real (possible)

The future real conditional refers to a possible condition and its probable result. The dependent clause begins with **if** or **unless** and uses the simple present. The independent clause uses a future tense.

Dependent clause (present tense)	Independent clause (future tense)
If I have enough money to buy a car, unless Sally finishes her homework first, when a child gets positive feedback,	will the children share them? he will not be allowed to go out to play he is going to feel secure about his behavior.

Notes: 1. The order of the clauses may be reversed. We may spread germs **unless** we wash our hands after playing.
 2. Usually a noun is used in the first clause and a pronoun in the second. **Henry** will not be allowed to go out to play **unless** he finishes his homework first.
 3. When the first clause is dependent (**if**, **when**, **unless**), use a comma after it.

ACTIVITY 20 Making sentences with real conditionals

A. Complete the sentences with information from the reading. Choose the present or future carefully.

Example: If adults talk to a child and read to her, she will develop language skills.

- _____ if his mother has proper nutrition during the prenatal period.
- When a child cries, _____
- _____ if she falls down when she walks.
- If a preschooler takes turns with his friends, _____
- _____, she won't learn to solve problems.
- If parents and teachers understand factors that affect development, _____

B. Match each condition with its possible result. Use **if, **when** or **unless** to connect the clauses. The first one is done for you. There are many possible ways of combining these sentences.**

Condition	Result
a child's mother is athletic	the child's health may be at risk (in danger)
there's pollution in the environment	it can cause serious illnesses
a mother has good nutrition habits	she will feel secure
all of the play areas are visible	he will develop language skills
the chairs in the classroom are child-sized	the children will feel uncomfortable
she has support and affection from adults	it will benefit her unborn child
one of a child's parents has high blood pressure	the teachers can properly supervise the children
adults talk to a child and read to him	the children can sit comfortably
you push when you are in line	the child may be a good athlete
it's too hot in the classroom	your classmates will be angry

ACTIVITY 20 Completing sentences with active and passive voice—Skinner

Complete the paragraph with the correct form of the verbs. Use passive or active voice in the present or past tense.

Child development (1. divide) _____ into different domains such as motor and cognitive. Children (2. begin) _____ to develop even before they are born. During research, children (3. observe) _____ carefully by researchers. They (4. keep) _____ records of their observations. One famous scientist in the field of child development (5. he) _____ B. F. Skinner. Skinner (6. become) _____ famous for his research in psychology. He (7. believe) _____ that a person's psychology (8. understood) _____ by studying her behavior. He (9. do) _____ research to show that if a person (10. reward) _____ for his behavior, that behavior will repeat. For example, if a child (11. receive) _____ praise when he (12. have) _____ well, he will continue to behave well. Even though BF Skinner (13. die) _____ many years ago, his work (14. be) _____ still influential today.

ACTIVITY 21 Error correction: Active and passive voice—Montessori

Find and correct 7 errors in the use of active or passive voice.

The Montessori educational method ~~created~~ by Maria Montessori. In this approach, children are encourage to be independent and they given freedom within limits. Montessori was born and raise in Italy, and she was an influential doctor and educator there. She was opened her first classroom in 1907 in Rome. Over time, her ideas were become popular in the United States and by the 1960s, there were thousands of Montessori schools in the United States. Because of her lasting influence in the field, Maria Montessori is know as a pioneer in modern education.

ACTIVITY 27 Writing assignment: Respond effectively to writing prompts
 Here is one way to respond to a writing prompt: Answer the prompt directly, but generally, in the first sentence. Reuse key words from the question or writing prompt. Continue with specific examples, details, and explanations.

Example: Explain how prenatal risks have had an impact on someone you know.

Prenatal risks have had an important impact on my friend's life. Marissa is pregnant right now and she doesn't smoke cigarettes or drink alcohol. These actions could harm her baby. She's really careful about what she eats, too. Fortunately, she's twenty-five years old, so her age is not a risk factor for her.

Read the writing prompts below. Write a response of 50-75 words. Use the response frame for the first sentence. Expand your paragraph with details, examples, or personal reflections.

1. Prompt: Describe how heredity has had an effect on your life.
 Response frame: Heredity has had _____ effect on my life. I inherited _____

2. Prompt: Illustrate how environment affects a child's development.
 Response frame: The environment has (hasn't) _____ effect on a child. To illustrate the effects of an environment on a child, I will describe how my _____'s environment affects him/her. He/She _____

3. Prompt: Give an example of someone who is trying to improve a child's health.
 Response frame: My _____ is a good example of someone who is trying to _____

Note to the vocabulary highlight for effect and affect in this chapter.

ACTIVITY 12 Group observation: A child care environment
 With two other classmates, examine the photograph of the playground in the previous activity. Together, make observations about the environment. First, describe the playground using observable facts. In your notebook, make a list, an outline, or a cluster of descriptors. Second, discuss your opinions about the environment. Make a list, an outline, or a cluster of your ideas and reflections. Use the vocabulary and structures from the previous activities.

ACTIVITY 13 Writing assignment: Observation report of a child in an environment

A. Observation. Observe a child from birth to age 4 in an indoor environment. Take detailed notes.

1) Environment. Describe it in detail: room (e.g., a room at a child care center, the child's living room, a playroom in his house), toys and other playthings, furniture and other items in the room, floor coverings, walls, decorations, and lighting. Use facts, not opinions. Complete the Environment Rating Sheet on Appendix page 245.

2) Running record. Record everything the child does and says for 20 to 30 minutes. Observe a child who is at play in her home or care environment and not watching TV or using electronic devices.

B. Reflection. After you observe the child, brainstorm ideas for your reflection. Refer to the Environment Rating Sheet. What learning areas and interest sections do you see? What areas are for care and comfort? How could this environment be made safer, more attractive, and more interesting for the children? Your teacher may have you discuss with a partner how the environment affects this child's development.

Listening & Speaking Skills

Most communication is done early

ACTIVITY 29 Listening cloze: Cognitive development
 Listen to the lecture. Fill in the missing words in the text.

A child begins an amazing process of _____ development as soon as he is born. Through this process, he _____ how to live in the world around him. For example, it doesn't take long for him to learn that if he _____, someone will come and take care of his _____. Soon after, he learns that he can _____ and _____ things he wants to him. Then he learns to _____ to get desired objects and to _____ a larger _____. When he learns to walk, he can go still farther in his desire to understand what he sees, hears, feels, tastes, and touches. He learns to _____ to people and make friends. He learns how objects behave _____, such as, balls roll. And he learns about _____ like things together, putting things in order, and solving problems. He _____ constructs new knowledge from _____ he already has. It is amazing that a child _____ most of the cognitive _____ he needs all in the first few years of life.

ACTIVITY 30 Dictation
 Listen to five sentences and write them on a sheet of paper.

ACTIVITY 9 Linking words in spoken English
 Listen for linking in the phrases below. Notice how the consonant sound at the end of one word links with the vowel sound at the beginning of the next word. Practice the phrases and sentences.

Phrases	Sentences	
years old	→ years_old	Tim_is two years_old.
month old	→ month_old	He's_a twelve-month_old.
months old	→ months_old	My niece_is_eighteen months_old.
an eight-year-old	→ an_eight_year_old	I have_an_eight-year_old son.
an eleven-year-old	→ an_eleven_year_old	Tracy_is_an_eleven-year_old.
seven-year-old	→ seven_year_old	Steve_has_a_three-week_old_infant.
twenty-year-old	→ twenty_year_old	The_twins_are twenty_year_old.
three-week-old	→ three-week_old	She_takes_care_of_a_three-week_old_infant.

ACTIVITY 10 Asking about a child's age
 Ask and answer questions about children's ages. Practice with a partner. Link words in phrases.

Dialog 1: Mary, 10 months **Dialog 2:** Sophie & Sally, 6 yr. **Karla:** 3½ yr.
A: Who's this? **A:** Who are they? **My son:** 11 yr.
B: This is Mary. She's an infant. **B:** This is Sophie and this is Sally. They are twins. **James:** 7 yr.
A: How old is she? **A:** How old are they? **Eric:** 14 mo
B: She's ten months old. **B:** They're six years old. **Laura and Emily:** 4 yr.
A: She's a ten-month-old infant. **B:** They're six-year-olds. **You:** _____ yr.
B: That's right. She's a ten-month-old. She's almost one year old. **B:** That's right. They're six-year-old twins. **Eduan and Josh, twin boys:** 22 mo.

ACTIVITY 19 Role-play: Helping young children make predictions
 First practice the conversation model. Then write a short dialog for each situation below it. Use one or two of the three strategies to help children predict. Identify the strategy(ies) you're using. Next, read your dialogs out loud to a partner. Finally, role-play one or two dialogs for the class.

Conversation Model
 Jeff has left a tricycle in the driveway. His mother wants him to move his tricycle.
Mother: Jeff, your tricycle is in the driveway. Remember that time when you left your tricycle in the driveway and Daddy couldn't park?
Jeff: Mommy, I don't want to move it right now.
Mother: What do you think will happen if your Daddy drives right into the driveway? (Strategy 3)
1. It is a very hot day and Sylvia puts on a warm jacket. Sylvia's mother: _____
2. Donna and Judy are playing with a dollhouse and their dolls. They leave their dolls on the floor and go outside. Their mother: _____
3. Joseph's mother asks, "Would you like to have chicken or chili for dinner?" Joseph says, "I don't want chicken or chili. I want cookies." Joseph's mother: _____

Pair Activities for Partner B APPENDIX

Student-to-Student Dictations
 You and your partner will dictate three sentences to each other. Take turns speaking and listening. When you speak, say each sentence three times. Use good pronunciation, intonation, and stress. Do not let your partner look at your sentences. After both partners are finished, check the writing.

Clarification questions
 How do you spell that?
 Can you repeat that last word?
 (Repeat back what you heard and ask about the part you don't understand.) For example: You said, "Children need what?"

Chapter 1 Activity 29 Student-to-student dictation
 Dictate these sentences to your partner.
 1. He squats down and picks up the toy.
 2. My daughter is a five-month-old infant.
 3. He's a preschooler, and his sister is a toddler.
 Listen to your partner's sentences and write them here.
 4. _____
 5. _____
 6. _____

Chapter 2 Activity 34 Student-to-student dictation
 Dictate these sentences to your partner.
 1. Children mature as they grow older.
 2. They are wearing their bathing suits.
 3. Each domain influences the other domains.
 Listen to your partner's sentences and write them here.
 4. _____

Activity 16 Song: Everyone Is Different

A Listen to the song. Match the vocabulary words and definitions as they are used in the song.

Everyone is Different
 written by Larry Shriver and released on the Landman Records CD, "Like Being Me" www.landmanrecords.com

① We're all different colors, we wear different clothes.
 We speak differently from different zip codes.
 We're short, we're tall, we're fat, we're thin,
 We're square pegs in round holes just trying to fit in.

CHORUS Everyone is different, it's really no big thing,
 It's the differences between us that make life interesting.
 Those little quirks that make us work are Heaven-sent,
 So give a little thanks that we're all different.

② We're wise, we're weird, we're cool, we're geeks.
 We're pieces of a puzzle - strangely unique,
 But put us together and what do you see?
 The world is our home, and we're one big family.
 [Chorus]

Vocabulary
 1. ___ fit in, *phr. v.*
 2. ___ quirk, *n.*
 3. ___ heaven-sent, *adj.*

Definitions
 A. a person who is especially knowledgeable about one thing (e.g., computers) but not fashionable or sociable.
 B. an unusual habit or way of behaving
 C. belong, match, be accepted

Extension Projects
 Integrated Skills

APPENDIX **Observation Project**

Chapter 6 Activity 43 Second Observation Project

Project Overview
Step 1: Choose a child to observe.
Step 2: Observe the child, and take notes.
Step 3: Write your report.
Step 4: Gather feedback from your teacher and peers.
Step 5: Revise your draft.
 For details on each step, review page 237.

Assignment Guidelines
 Write your observation report in paragraph format. Use the headings below to organize the report.

I. Introduction
 Give the child's name, age, and gender, home language, school, primary caregiver and other relevant information. Briefly describe where and when you observed the child.

II. Physical Description
 Give an objective physical description of the child. Describe the child's hair, eyes, body type, and clothing. Include details about child's skin, hair, and eyes including color and appearance. Describe her entire body from head to toe, including approximate height and weight. Describe what he is wearing on the day you observe him. State facts, not opinions.

III. Description of the Child's Environment

V. Socio-Emotional Development
 Provide at least two examples that you observe of the child's socio-emotional development. Describe only what you see. Don't make any assumptions about her emotions.

VI. Physical/Motor Development
 Describe how the child moves. What does the child do physically? Provide at least two examples of gross motor movements. Give at least two examples of fine motor movements using both hands and fingers.

VII. Cognitive Development
 Provide at least two examples that you observe of a child's cognitive development. Describe only what you see. Don't make any assumptions about her emotions.

VIII. Language Development
 Describe the language or sounds you hear the child using. Spell the words or sounds exactly as you hear them. Give examples of how she uses language with others. Describe how the child shows interest in reading, writing, or books.

Sentence starters to help write about Parts IV-VIII
 During this observation, I saw many examples of (name), _____ development.
 I saw evidence of her developing _____ skills when she/ _____ (describe her behavior).

English Pathways to child care & child development

Sunburst Media

English for Child Care **English for Child Development**



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