

Developing Oral Language Through Play

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Today's Objectives:

- Review the importance of oral language as a predictor of children's later reading comprehension.
- Explore how teachers can support young children's oral language development.
- Examine a research based technique for teaching vocabulary through play.



Research Point

“Large numbers of children at school entry lack the the critical oral language skills necessary for them to benefit from early literacy instruction.”

Lucy Hart Paulson, 2001





Oral Language ...

- is the foundation for literacy development.
- involves speaking and listening.
- is essential for children to gain knowledge about the world.



Facts About Language

Language appeared....	2 Million years ago
Written forms of language appeared ...	1.5 million years ago.
Number of oral languages today	6500 +



Importance of Oral Language

- Children who develop strong oral language skills during the preschool years create an important foundation for their later achievements in reading, especially reading comprehension (Storch & Whitehurst, 2002).
- Children who lag behind their peers in language development are at-risk for later reading difficulties (Catts, Fey, Tomblin, & Zhang, 2002).
- Vocabulary knowledge is strongly related to reading proficiency and overall academic success (Beck, McKeown, & Kucan, 2002)



Word Poverty: the Language Experience Gap

- Children arrive in kindergarten with huge discrepancies in oral language development... and the gap between language-advanced and language delayed children grows throughout the elementary school years.
- Andrew Biemiller 2001



Word Poverty: the Language Experience Gap

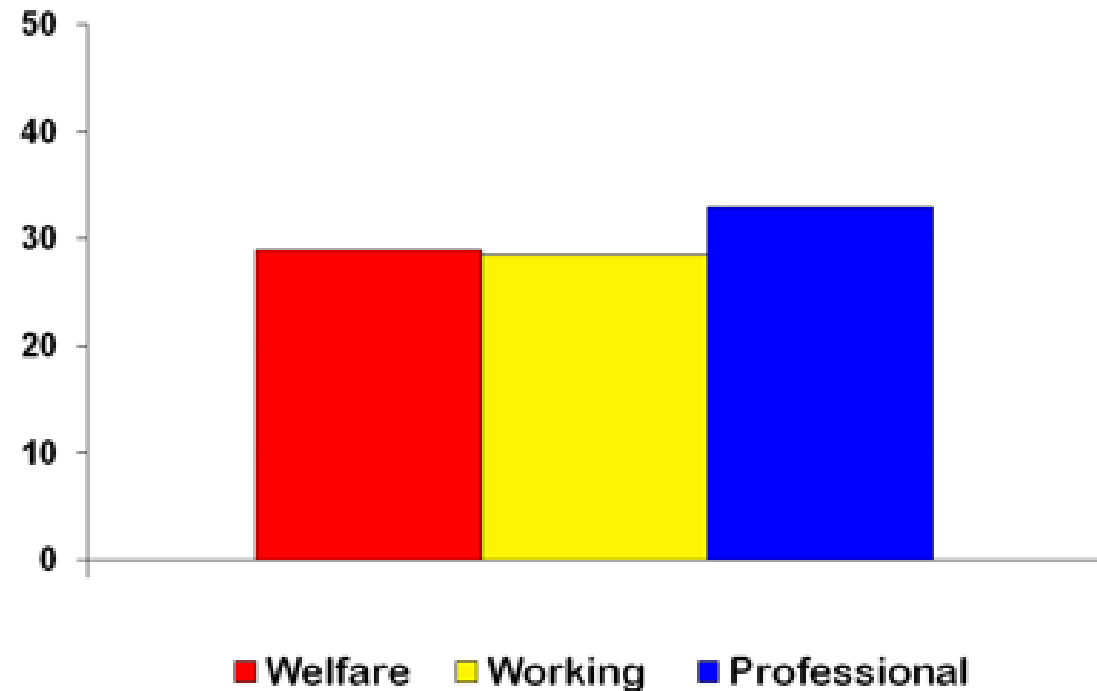
- Not all children are fortunate to be born into homes where parents or caregivers provide rich language experiences. These disadvantaged children enter our kindergartens lacking oral language skills.
- Louisa Moats, 2001



Interactions



Hart & Risley compared the mean number of interactions initiated per hour in each of the three groups.

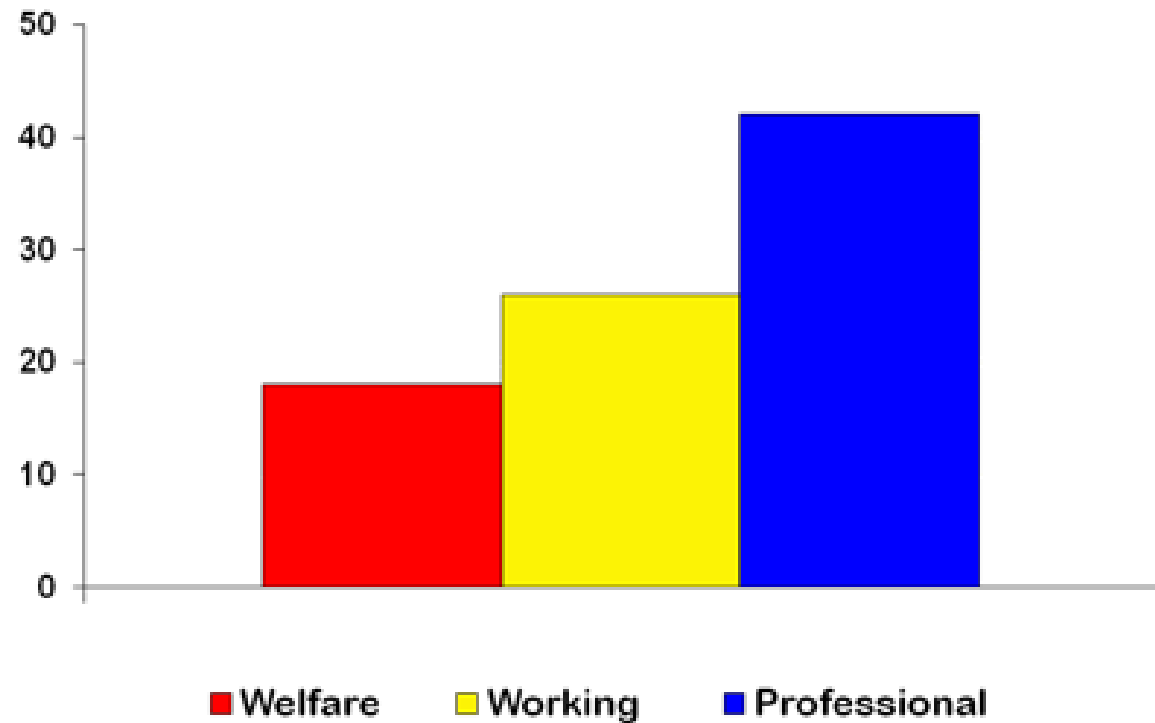




Interactions



Hart & Risley also compared the mean number of minutes of interaction per hour in the three groups

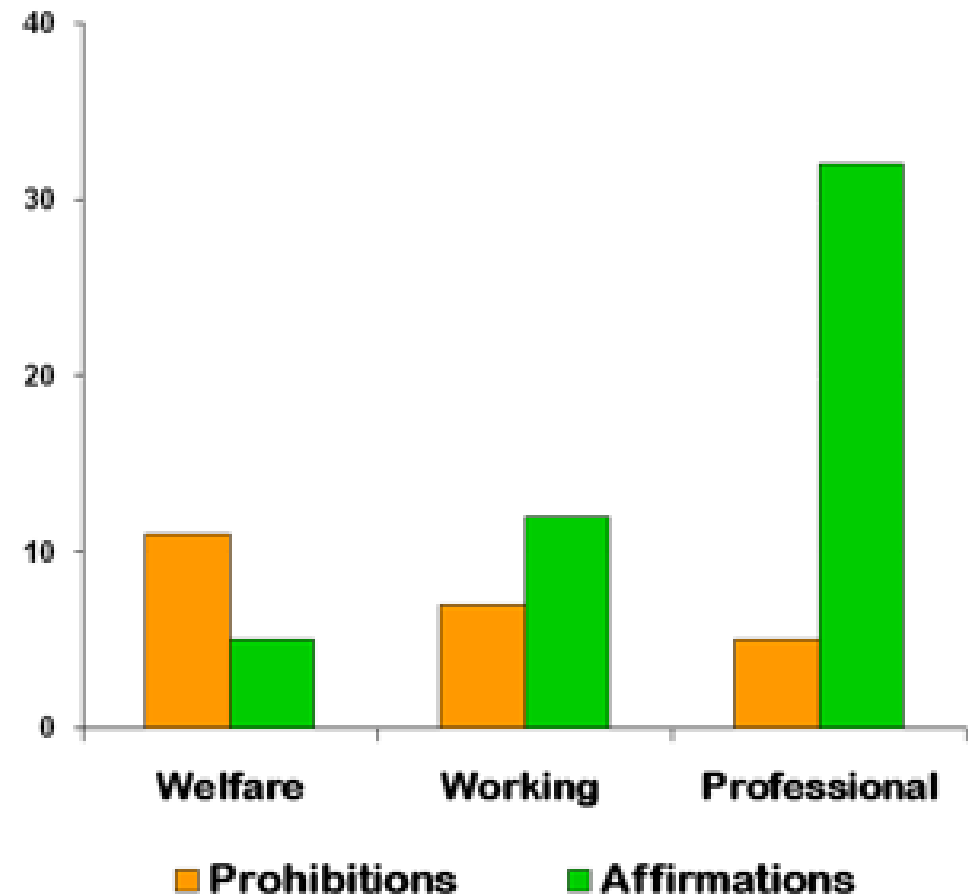




Interactions



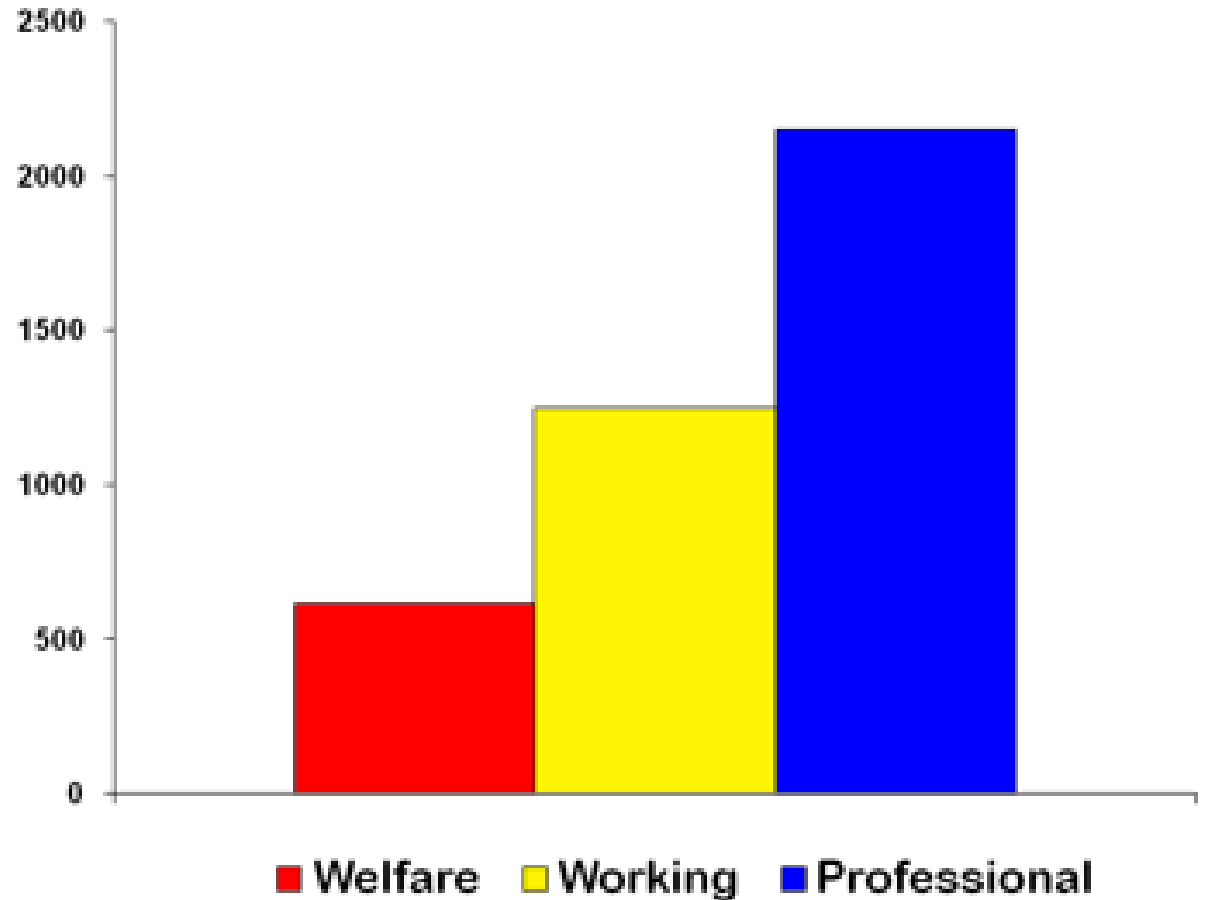
Perhaps most striking were the differences in quality of interaction, when the affirmations vs. prohibitions per hour were compared.



Cumulative Language Experiences



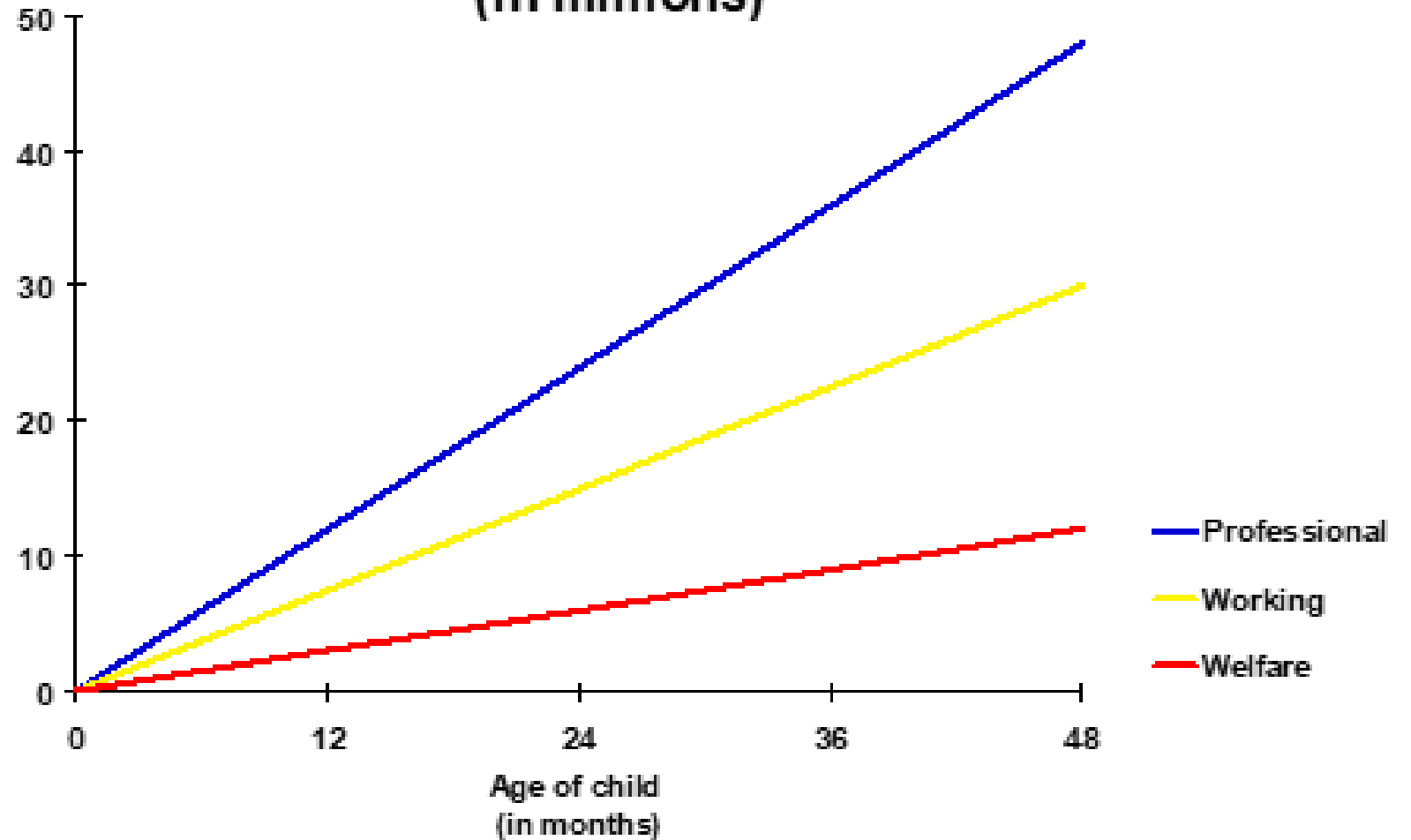
Cumulative Words Per Hour



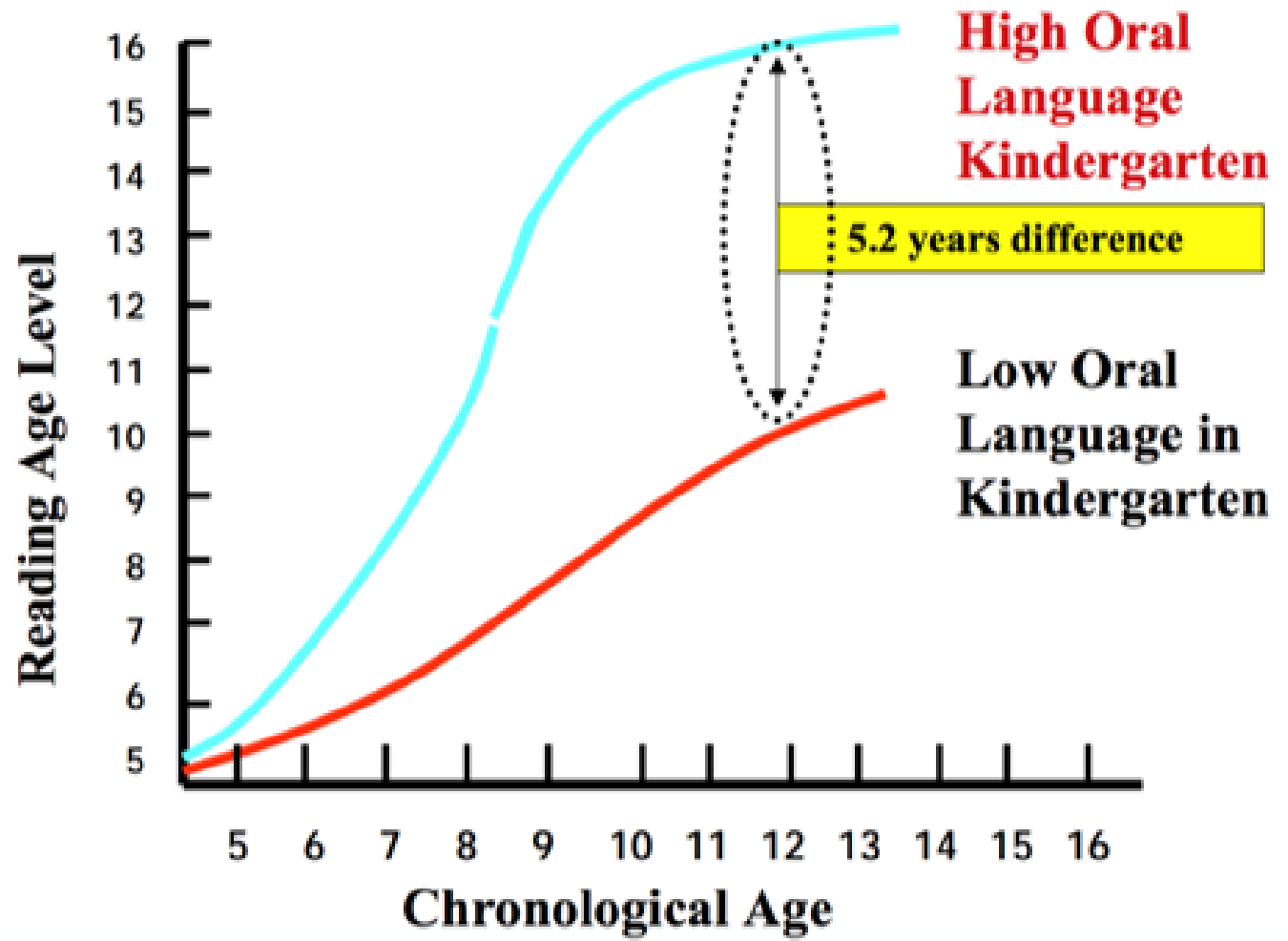


Cumulative Language Experiences

Cumulative Words Spoken to Child
(in millions)



The Effects of Weaknesses in Oral Language on Reading Growth





What Matters in oral language development?

- **What does NOT Matter:**
- Race and ethnicity
- Gender
- Birth order status
- **What DOES matter:**
- Relative Economic Status



Oral
Language: The
First Line of
Defense

Important predictor of children's
later reading comprehension and
the foundation of all literacy
learning



Oral Language Comprehension

What is it?

The ability to speak & listen with understanding. Includes grammar, word meanings & listening comprehension

Why is it important?

Provides the language foundation for learning to read and write

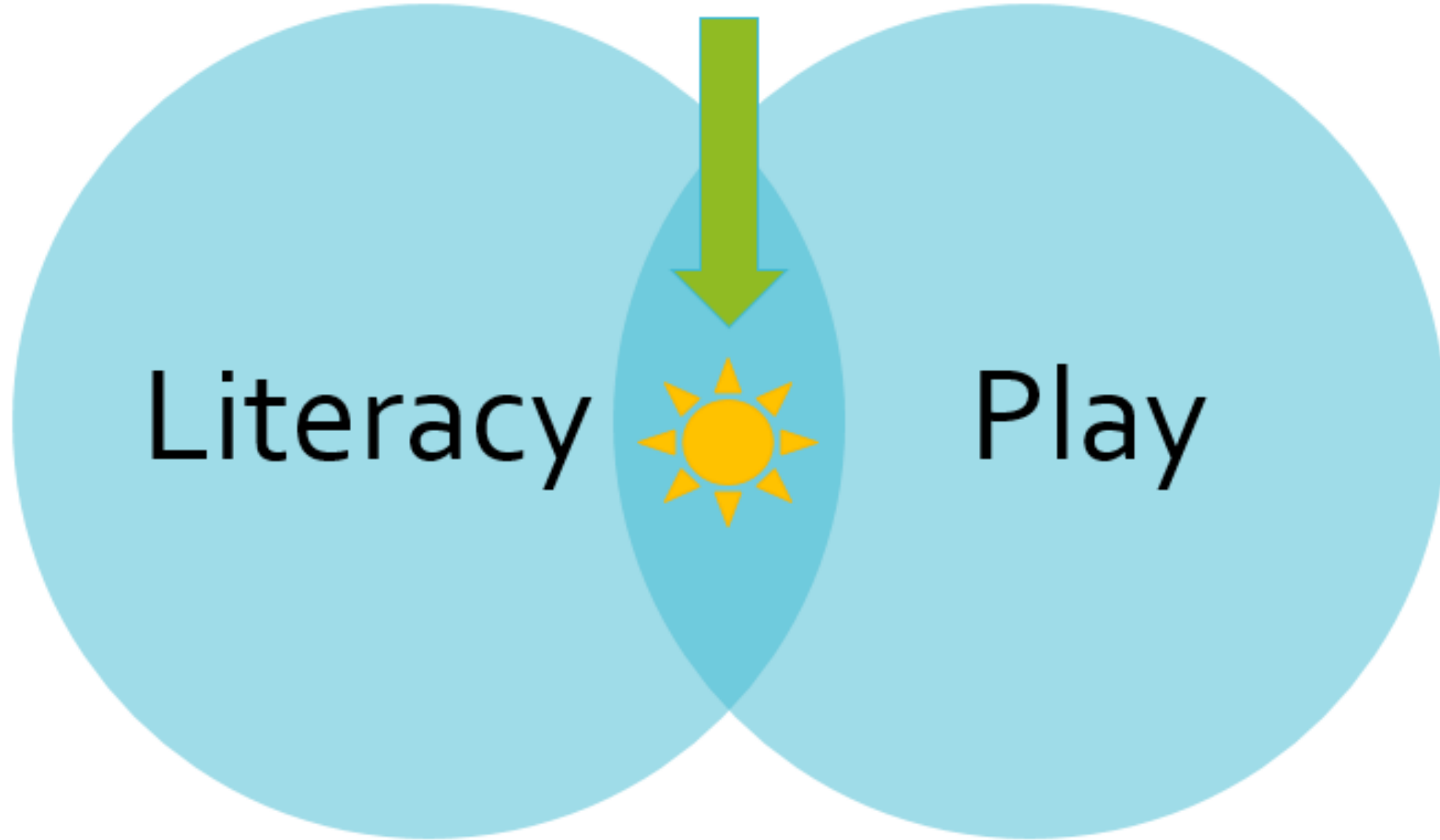


Oral Language

- correlations between oral language and later reading differences.
- Correlations between oral language and *reading comprehension*.



complex play



Theme • Pretend • Roles • Cooperation • Stories • Language

Instruction: 5 Best Practices



- Shared book reading
- Songs, rhymes, and word play
- Storytelling
- Circle time
- Dramatic Play



(Dickinson & Neuman, 2006)



Dramatic Play

Nail Salon





Flower Shop



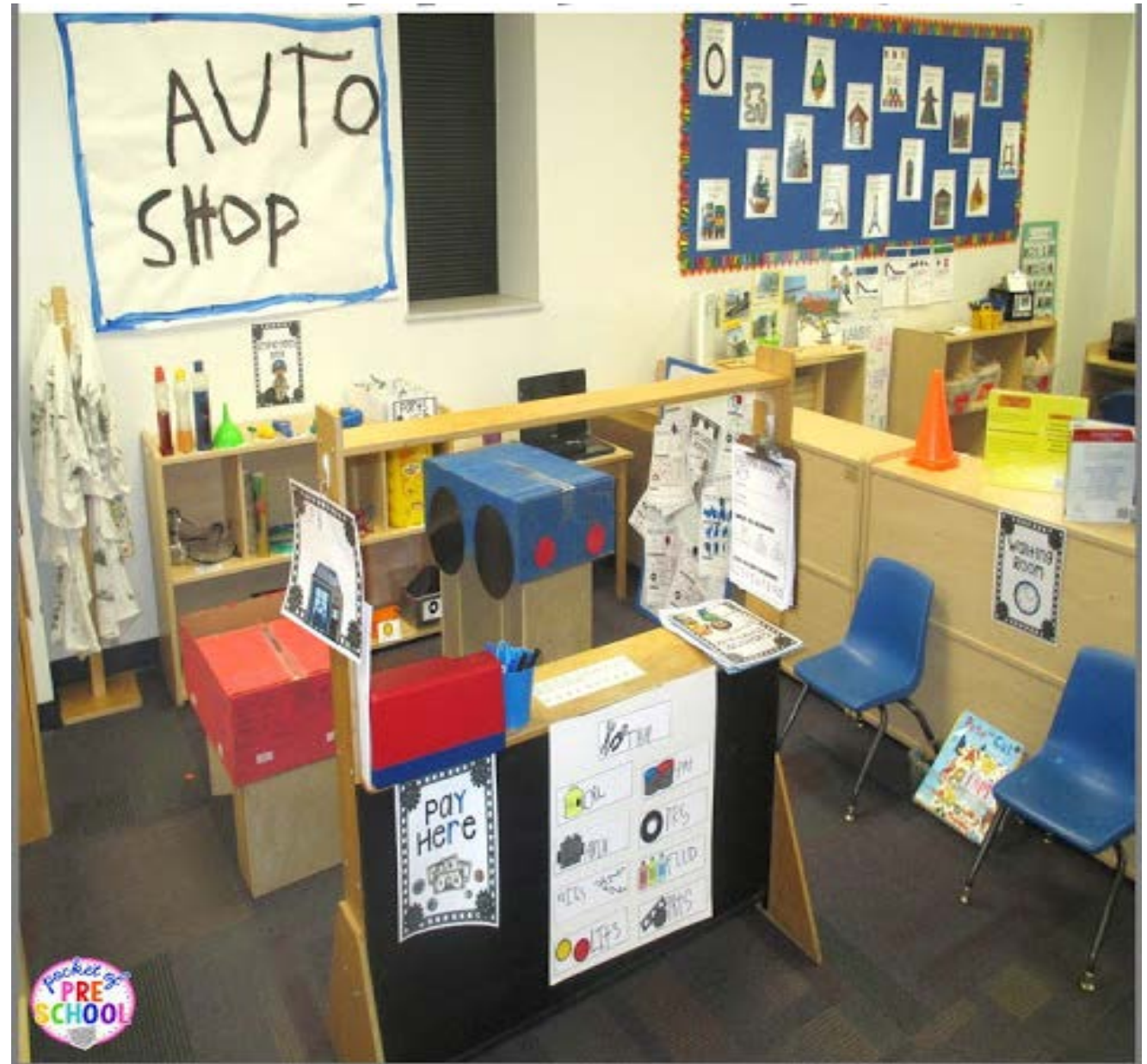


Camping





Auto Shop





Jackie & Ericka (just turned 5 years) are playing pharmacy in the play office setting. They are filling prescriptions.

Jackie (*taking a phone-in prescription*): Write this down, Ericka. 55 purple. No! No! 55 pink and 2 purple. 55 pink and 2 purple.

Ericka (*scribbling this down on paper*): There ya go. (*She hands it to Jackie.*)

Jackie (*reading the paper*): You forgot the name (*she points and hands it back to Ericka*).

Ericka writes down the name copying from a child's name tag, then hands it and a small medicine bottle to Jackie.

Jackie: OK, a lady's comin' over now. Ding, ding, ding. Come in. (*She talks to a pretend customer.*) Hello! Here you are Ma'am. She got it all ready. Your name is [on the] back and your medicine, too. 55 pink and 2 purple.



Sheona & Adam are in the housekeeping setting.

Sheona says. "We're going on a picnic. Okay? At the beach, Adam, but don't bring you cat along! We need lots of stuff for a picnic." *(She scribbles on a shopping list.)*

Adam agrees to go to the beach and goes along with the no-cat rule. "We need plenty of cups, " she says. "One, two, three cups 'cause you wouldn't wanna wash 'em at the beach 'cause that's where we're gonna swim, huh Adam?! She continues, "You should always bring potato salad, Adam. Always bring potato salad. It's an important thing to do.



Scott, David & Aaron in the library corner.

David to Aaron:
Wanna buy books?
Scott: Write your name here. *[Aaron writes.]*

Scott to others: They not buyin' 'em. This is a library. They rent 'em.

Aaron: Could I rent this book, please? *[Signs card.]*

David: You return it on this stack. You've got four days.

Aaron: Does this mean **four days**? Wow! Neato, man! Hey! I bought this scary book for four days.

Shared Book Reading

Key Behaviors to Use During Interactive Readings:

- Prompt to be actively engaged
- Clarity & extend
- Expand & extend
- Explain the meanings
- Prompt to use new vocabulary





Play Observation

- View the clip
- Jot down:
 - What is the teacher doing?
 - What are the children doing?

Share observations

What have you learned?



Say
Tell
Do
Play

- An easy-to-implement technique that integrates proven “active ingredients” of direct instruction in shared reading and structured play.



I Say...
You
Say

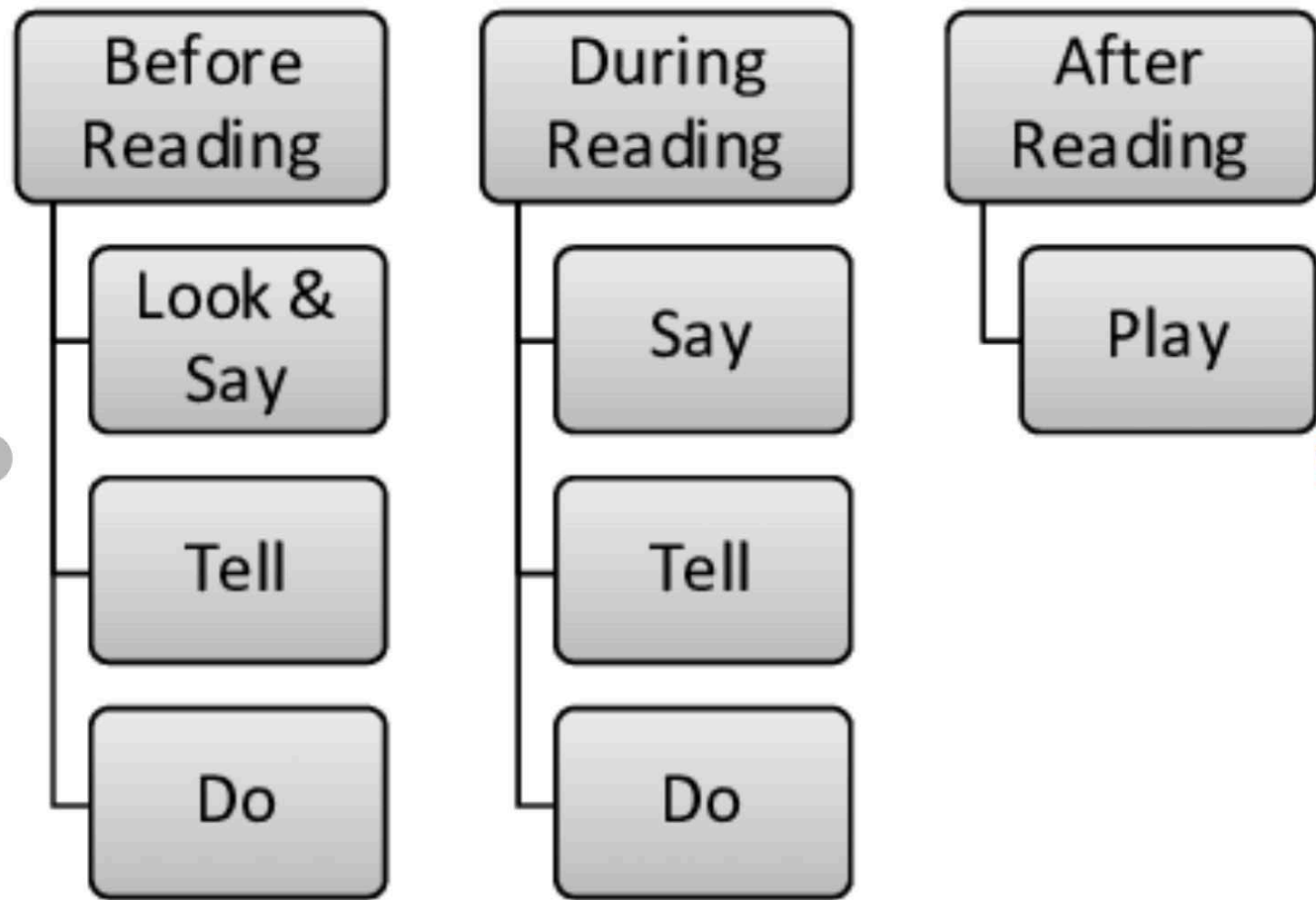
I Tell...
You
Tell

I Do...
You
Do

Let's
Play!



Say
Tell
Do
Play





6 Step
Protocol:
Say
Tell
Do
Play

Before	During	After	Play
Tell title of Book	Read with expression/joy	Tell favorite part (encourage use of new words)	Play simple game with children encouraging use of new words
Say Tell Do Words	Highlight vocabulary words		

Before

PROCEDURES “BEFORE” THE STORY IS READ

Set Up...

- Pre-selected book with target words



I Say....You Say

- Teacher models + shows photo card
- Children repeat as group, then individually as needed

“BEFORE” THE STORY IS READ

I Tell...You Tell

- T reads/gives child friendly definition
- T asks children to turn & tell a friend



I Do...You Do

- T models the action of the word or action related to the word
- T repeats the word as children *do* the action

During

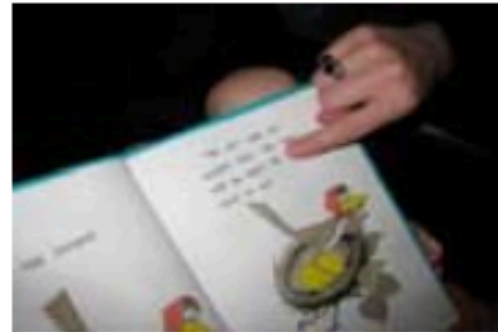
“DURING” THE STORY

Read the story...

- T pauses when encountering one of the identified words
- C say or do the action associated with the word

Teacher should...

- Repeat say-tell-do on some words if children do not respond
- Keep a quick steady pace



After

“AFTER” THE STORY

Teacher asks

- What happened?
- Who was...?



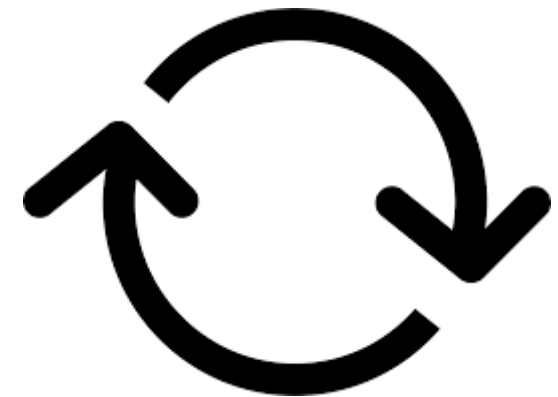
Let's Play...

- T invites children to play planned activity that uses identified vocabulary words



A Lot of Exposure!

- Children hear the word (exposure 1)
- Children pronounce the word (exposure 2)
- *Teacher tells a simple definition.* (exposure 3) asked to say it again (exposure 4) and
- Children tell definition/meaning to a friend (exposure 5)
- Gesture is added as children say the word again (exposure 6)
-





Play Observation

- View the clip
- Jot down:
 - What is the teacher doing?
 - What are the children doing?
 - How many exposures?
- Share Observations



Say-Tell-Do-Play Planning Form

Children: _____

Date: _____ Time: _____ Place: _____

Book: _____

Day Target Words Definitions "Do" Actions

1			
2			

Play Activities

Day 1	Day 2

Steps

BEFORE	DURING	AFTER	PLAY
Tell title	Read with expression/joy	Children tell favorite part	Play simple game with children, encouraging use of new words
Say-Tell-Do new words	Highlight new vocabulary		

Notes

Kathleen Resko -

Unit of Study: Food

Book: Mouse Mess

Targeted Vocabulary:
mouse, spill, asleep,
house, eating, clean,
cheese, pour, bed, rake

**Activity: Bingo with
vocabulary words**



Getting Started

- **Book Selection Checklist:**
 - Brief
 - age appropriate
 - contains at least 6 words worth teaching
- **Word Selection Checklist:**
 - important and useful to the book.
 - instructional potential
 - will help children learn new and important ideas
 - Not familiar
- **Definition Checklist:**
 - Brief, just a few words
 - Clear, simple & child friendly
 - Uses known words to define the new

Research Point

- “.... If we are to increase children’s ability to profit from education, we will have to enrich their oral language development during the early years of schooling. ”

- Andrew Biemiller

Reflection

Activity

• **3-2-1**

- 3 A-ha's
- 2 Points that were validated for you
- 1 Questions that still needs clarifying