



Sparking the Language Connection in the Classroom

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What common element is critical to learning?

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CONNECTION

□ Between Ideas



□ Between People



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Highlight Connection with Gestures



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Highlight Connection with Gestures cont'd



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Or create your own???



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Universal Strategies for Language Learning

* THINK HANEN BASICS

* **BE INTENTIONAL WHEN TALKING TO CHILDREN:**

- What you focus on/highlight
- How you make words and concepts SPARKLE

KEY STRATEGIES (For every situation):

- Be Animated!
- Include the Target Child's interests (connect it craftily to the goals)
- Model how you want the children to say it (Role Plays are FUN?!?!)
- Create Opportunities for Children to try the words, sentences...
- Repeat new concepts in different contexts (over and over and over and over)

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Building Brain Connections



Cup Demonstration!

- * The cup represents the part of the brain the child accesses to understand and use language (a word, concept, a sentence type...)
- * Some children just need more exposure and practice to fill their cups
- * Others have LEAKY CUPS and need more connections and STRATEGIES to access the language
- * Modeling and teaching BOTTOM UP strategies is like creating new pipes with water that flows into the cup (keeping it full longer)

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How to speak to children to build language and social skills

* **QUESTIONS**

- Balance questions with comments (avoid the interviewer role)
- Use Genuine questions (you don't know the answer) vs. testing questions
- Open ended questions that require children to use more language are ideal but for reluctant children, choice questions and simple wh- questions can get a conversation going!
- After asking a question, WAIT! Do not repeat the question right away (water will drain out of the cup and child will attempt to refill – you are not “topping up” when you do this)

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Use ‘Tuning-In’ Words

- * The more adults use these types of words in discussions with children, the more empathy those children develop in their lifetime!!!!!!! (research from *Talkability*)
- ❖ **Contrast Words:** same/different, all/some, before/now, but, really, or
- ❖ **Want Words:** want, like, love, hope, wish, dream, prefer
- ❖ **Think Words:** think/don't think, know, forget, remember, understand, wonder, believe, feel, imagine, have an idea, guess, figure out, remind, bet
- ❖ **See Words:** sees/doesn't see, tell (about what's not seen: think barrier games), show, look, knows/doesn't know (based on what is seen: think *Good Night Gorilla*)
- ❖ **“Hidden Feeling Words:** say, whisper, tell, ask, tease, truth/lie, really (he said X but REALLY he thinks Y), joke, promise, mean (he “means” ____ when he said that)
- ❖ **“False Belief” Words:** real/pretend, trick, fool think, know, remember, expect

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Get kids talking to each other!!!!



- * Children learn best from other children (vocabulary, grammar, ideas, social skills...)
- * Think of your job at the “conversation starter”: Step in, set up and FADE OUT!

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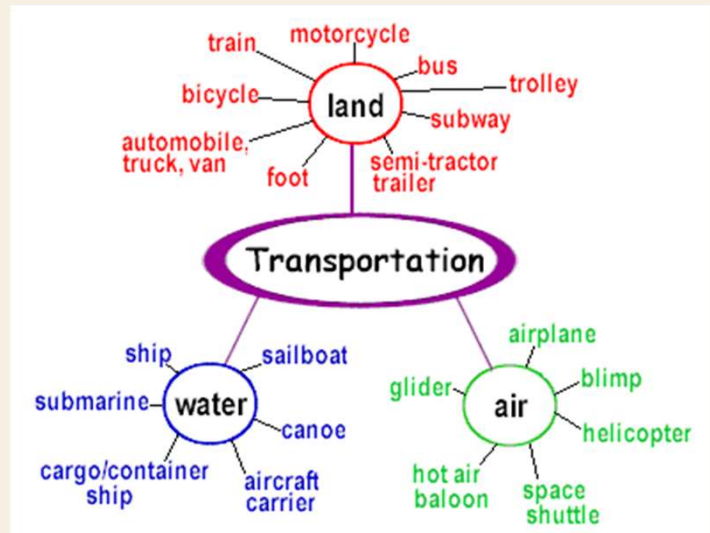
Targeted Intervention (Bottom-up Strategies to support language)

- * The use of **Graphic Organizers** (visual learning supports) helps children to ORGANIZE language in a more efficient way while they learn the words and concepts (adds connections to the leaky cups) (literally creating neural pathways that help children access the information WHEN they need it)
- * These graphic organizers are often used by teachers and you can help children by reviewing lessons at a slower pace and providing more examples (maybe connected to their interests?!?!) and opportunities for practice (reinforce the new connections)
- * They don't have to be pretty!! You can create them on pieces of paper or on a portable WHITEBOARD!!
- * Let's look at some examples and how you might use them to target common goals.

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Category Web

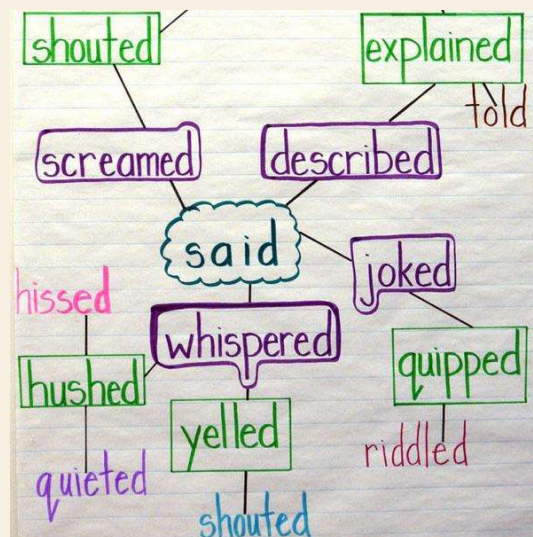
- * Depending on the age of the child, can use words or pictures
- * Helps child see how objects are related



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'Parts of speech' word web

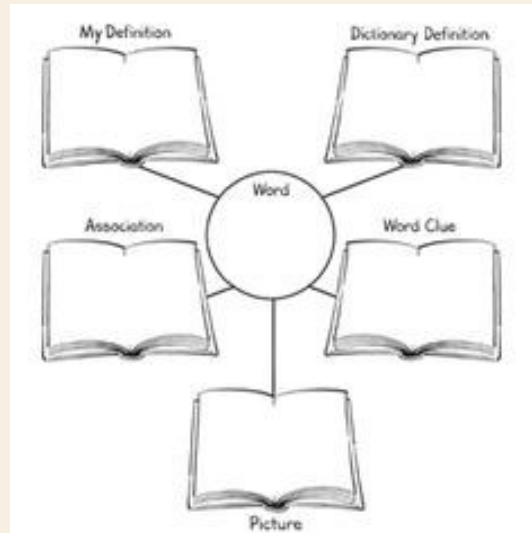
- * Helps children expand their thinking (how someone could do an action, in this example)
- * Can use in a story creation activity (children deciding as a group how things look, sound, feel...)



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Vocabulary Web

- * Work on words as they come up in the classroom activities (note any “sparkle” words as the teacher is presenting)
- * How you can work on categories, associations, opposite goals without a pile of cards/pics



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Describing Chart

- * Great for guessing games (MYSTERY BOX!), describing games, comparing and contrasting 2 or more objects
- * Helps older kids add more details to their creative writing (not just a dog...)

	red orange yellow green blue purple brown black		
What Color?			
What Size?	<small>Small</small> FAT	<small>Medium</small> <i>Short</i>	Large <i>TALL</i>
What Am I?	<small>Person</small> 	<small>Animal</small> 	<small>Thing</small>
What do we use it for?		What does it FEEL like? 	What does it SOUND like?
	What does it SMELL like? 	What does it LOOK like? 	
Where do we see it?			

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Narrative Organizers



Retell the Story

Beginning	Middle	End
<p>Who were the characters? How were they feeling?</p> <p>Where did the story take place?</p>	<p>What happened in the story? (Actions & Details)</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>How were the characters feeling?</p> <p>Where were the characters at the end?</p> <p>What was the problem in the story?</p> <p>How did the characters solve the problem?</p>
<p>I liked this story because _____</p> <p><small>Created by Oranica De Las Salinas, MS, CCC/SLP. www.speech-specialized.blogspot.com</small></p>		

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Hamburger Analogy

- * Often children struggle to add details to their stories
- * Underlying the expansion of ideas is Visualization
- * Ask children to make a 'movie in their heads' (what does it look like, sound like, feel like...)

Name _____

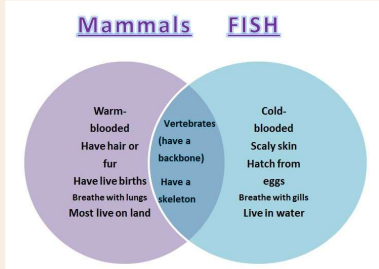
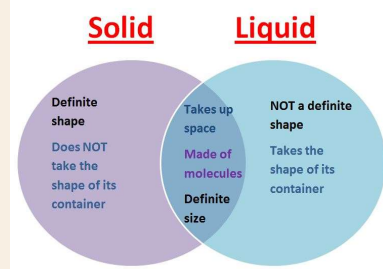
Patty Paragraph

The diagram shows a hamburger with layers representing paragraph structure: **Topic Sentence:** (top bun), **Supporting Detail #1:** (first patty), **Supporting Detail #2:** (second patty), **Supporting Detail #3:** (third patty, split into 'Supporting' and 'Detail #3:'), and **Concluding Sentence:** (bottom bun).

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Venn Diagrams

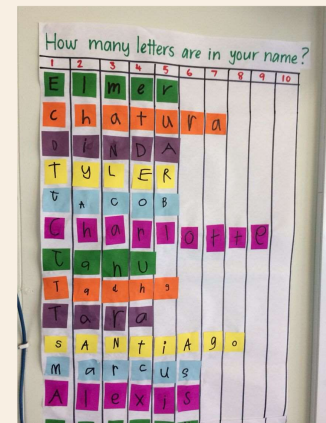
- * Compare and contrast 2 or more concepts to show children how they relate to each other
- * Vocabulary is best defined by what it IS and what it IS NOT
- * Can just use this language with kids



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Graphs

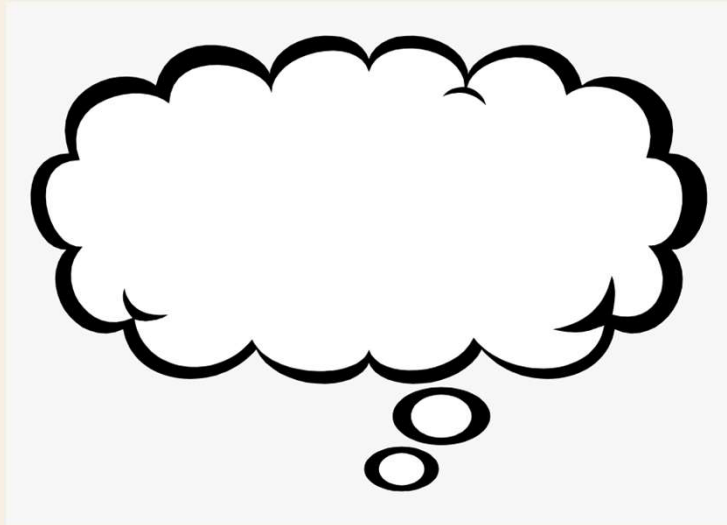
- * Great for vocabulary, comparison/quantity concepts, and math skills
- * Can add **social language** (get children to poll each other, make predictions, learn about what their peers like/don't like and feel connected to peers they have something in common with)



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Thought Bubbles

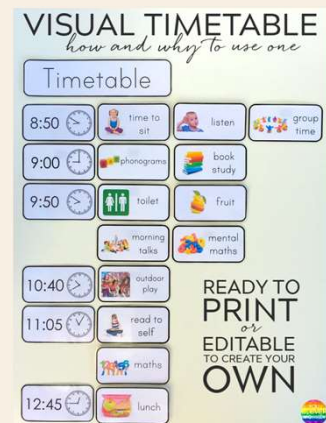
- * A great visual for highlighting many targeted concepts:
 - Making predictions/inferencing
 - Planning a task
 - Following directions
 - Perspective taking (connecting thoughts to feelings and actions)
 - Visualization (movie in your head)



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Calendars and Schedules

- * Great for teaching children **Executive Functioning Skills**:
 - Sequence of events
 - What will be expected?
 - What materials will be needed?
 - How long will it take/did it take?
 - What if something unexpected happens? (problem solving opportunity)



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Talking about Events in Photos or Books

Early Skills: make a sentence (pronouns, verb tense, vocabulary, feelings)

Later Skills: Inferencing (what are the clues?), predicting, relate and tell personal story (reminds you of...), compare and contrast events, people, places...), projecting (what would you do?)



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Flexible Thinking

- * Get kids to make 'smart guesses' about what something is or is used for
- * Have children make predictions – don't forget to add the concepts 'same' and 'different' (children that think the same/different)
- * Get kids to EXPLAIN their guess as a next step



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Let's visualize together...



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Take the time to watch what is happening in the classroom and look for the opportunities to target goals in the activities (not just when you first get there).

As the year progresses, you will likely find these opportunities jump out at you more and more.

- * Come into the classroom with a list of children and their goals
- * Make note of which goals are shared between children
- * If possible, connect with teachers of classrooms you will be in ahead of time to find out what topics will be covered at that time
- * Also, generate a list of strategies that support the goals:
 - Targeting **sequence concepts** by reviewing the class schedule, breaking down the steps in a craft, talking to children about where they are sitting in relation to other children)
 - Targeting **grammar** when reading a story, talking about what the children WILL DO, ARE DOING, DID, comparing clothing (his shirt, her shirt, their shoes...)
 - Targeting **speech sounds** by 'noticing' all the things around the children with that sound
 - Targeting **social language** by talking about thoughts and feelings and using the thought bubble
 - Targeting **following directions** by asking children to visualize the steps and/or repeat them back (draw out the steps as they recount them on a small whiteboard)

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More Ideas for supporting children in the classroom

- * Ask the teacher to create a group of children to review lessons with (children receiving speech and language support, ELL children, others that are struggling)
- * Grab a book from the classroom shelf – take some time to look through it and decide what goals you can focus on (vocabulary, grammar, feelings, predicting, story elements, sequence, speech sounds, rhyming...) – then form a group with the teacher's guidance
- * Play word games with small groups:
 - I spy
 - Simon says
 - Mystery box
 - Chain games (Early = farm animals: cow, horse, chicken...)
(Later = associations: hot – cold – ice – skate – sharp – cut – knife – meat – red – apple -)

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THANKS SO MUCH FOR ATTENDING!
QUESTIONS?
Contact your SLP

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