

About this book

Welcome to *English for Child Development: Language Skills for Parents and Providers*

English for Child Development is a comprehensive text designed to meet the language requirements of adults preparing for the field of early childhood education. It provides practice for intermediate to high intermediate language learners in the integrated skills of reading, writing, listening, speaking, pronunciation, vocabulary, and grammar. This integrated skills textbook:

- teaches English specific to early childhood education
- focuses on the academic language for students of child development
- gives practical assignments for communicating orally and in writing as child care providers, in-service teachers, and parents
- embraces the linguistic and cultural diversity of children and adults
- includes games, songs, creative projects, and problem-solving tasks

Topics include:

- Documenting development
- Describing children's development
- Factors in child development
- Domains of child development

Child development objectives include:

- Describing a child's appearance
- Describing a child care environment
- Assessing a child's development level
- Writing objective child observations
- Filling out child development profiles

An audio disc accompanying the textbook contains:

- Listening and reading passages
- Conversation models
- Songs and pronunciation exercises
- Dictations

The instructor's manual to support the textbook includes:

- Teaching notes and suggestions
- Answer keys and scripts
- Reproducible materials for some activities
- Quizzes

English for Child Development follows *English for Child Care* in addressing the needs of parents and child care providers who are learning English for the specific purpose of advancing in their field.

English for Child Development key features

Sections

The presentation of learning activities varies from chapter to chapter due to content, objectives, functions, and themes; therefore, no two chapters are identical in format. However, each chapter contains three basic sections:

Part I: Everyday Language and Concepts

Part II: Academic Language and Concepts

Part III: Practical Application

Interactive learning

Through participation in activities that center around student-to-student interaction, *English for Child Development* students benefit from increased learning opportunities as they discuss child development concepts, ask and answer questions, solve problems together, and act out a variety of child development scenarios. They can learn from each other while the teacher facilitates instruction.

Focus on academic concepts of child development

Because all conversations, examples, and activities are drawn from the authentic context of child development and parenting, the content of *English for Child Development* is highly relevant and practical for child care providers and parents.

About this book

A variety of learning strategies

Students perform better in class when they engage in a variety of activities, for example, a distribution of instructor-centered work, pair work, small group work, and large group work. The activities in each chapter of *English for Child Development* provide practice in reading and writing, which is individual and reflective, while others are interactive, lively, and fun, such as games, mixers, group and pair work.

Key chapter components

Below are key components with several examples. See the Scope and Sequence and Table of Contents for additional details.

Reading

Each chapter includes at least one reading passage, targeted for intermediate to high-intermediate language learners, that presents a topic relevant to the domains or stages of child development. *English for Child Development* introduces students to three excerpts from the Desired Results Developmental Profile (DRDP), a formative assessment instrument developed by the California Department of Education for young children and their families. Its purpose is to enhance instruction and program development. Each reading is followed by exercises that help explain the content and make it more accessible.

Vocabulary

Vocabulary is presented in numerous ways in each chapter. Words related to child development and parenting appear in each reading passage, and new words are glossed. Students practice word meanings, spelling, pronunciation, and contextual usage. A Vocabulary Highlight section focuses on one or two words central to the theme of the chapter. A Word Form section helps learners identify suffixes to recognize members of word families.

Discussion

Discussion questions enable students to process with group members what they have learned in a reading, gain new perspectives, and build community.

Listening and speaking

Students practice oral communication to build English skills and practice conversations typical of parents, teachers, and child care providers. These include responding in writing and speech to auditory stimuli, pronouncing useful vocabulary; practicing dialogs about child care and child development; communication expressing observations, opinions and reflections; engaging in information gap communication; and creating and enacting role-plays.

Grammar and sentence structure

The dovetailing of English language and child development affords a unique and systematic presentation of grammar appropriate to the discussion of early childhood topics. For example:

- Usage and forms of nouns, verbs, adjectives and adverbials
- Simple, compound, and complex sentences
- Parallelism, sequencing, and transitions
- Direct and indirect speech

As with vocabulary, learners practice grammar structures in oral and written forms throughout every chapter.

The Appendix has a section on sentence structures and mechanics tailored to the audience of this book. It is intended to be used as a resource to provide supplementary material, not to supply a complete grammar.

Note: The pronouns *he* and *she* are used interchangeably in the text to refer to a child.

About this book

Language Focus

Aspects of the English language are explained and exemplified in easy-to-read Language Focus boxes adjacent to the learning activities. These include:

- Grammar and syntax
- Vocabulary and expressions
- Strategies and structures for specific language functions

Writing

Students practice sentence completion, sentence combination, and sentence creation; write paragraphs and dialogs; and respond to questions of fact and opinion. They learn to fill out an environment rating sheet, an anecdotal record form, a child development assessment form, and a speech and language checklist. They complete extended writing assignments, including guiding children to write bilingual booklets; reading a particular type of children's book and writing an evaluation of it; and observing children and writing reports that comprise introductions, running records, and reflections.

Group interaction

Interaction among class members builds skills and creates community. Examples include "Find somebody who..." classroom mixers, games that teach language or grammar, and solving child care dilemmas.

Dictation

Dictation synthesizes language and child development concepts; supports comprehension, word recognition and spelling; and connects spoken and written language. Every chapter presents both teacher-led and student-to-student dictation.

Songs

Songs generate fun and interest, contribute to children's skill development and self-confidence, harmonize with the theme of a chapter, and stimulate language learning.

Acknowledgments

This book is the culmination of the ideas and support of many people. We are especially indebted to students and faculty in the English as a Second Language Department, the Childhood Development Department, and the Child Development Center at Mission College, where the materials were thoroughly field tested. We value the opportunities given to us by our community partners, including the Provider Training and Resource Center, the Association for Hispanic Child Care Providers of San Jose, Palo Alto Community Child Care, and Choices for Children. Their experiences, reflections, and questions gave us a better understanding of the needs of our audience. We are also thankful for the valuable comments and suggestions on an early draft of our manuscript from the following professionals in the fields of early childhood education and teaching English to speakers of other languages. Last, but not least, we are grateful for the unending encouragement of our families and friends.

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Scope and Sequence

Chapter Title	Reading Topics	Child Development Competencies	Language Competencies
Chapter 1: Gathering Information about Children	Observation report An Enrollment Intake Form	Using the vocabulary of a child care center Talking about childhood stages and age ranges Introducing a child Completing an Enrollment Intake form Making and introducing a paper doll Writing a brief introduction of a child Discussing values of maintaining a child's home language Analyzing the parts of an observation report Writing a running record in present or past tense Distinguishing facts from opinions Gathering information on an Enrollment Intake Form Writing an introduction and reflection on a child Creating a bilingual booklet for children	Listening cloze: <i>The Happy Valley Child Care Center</i> Pronouncing plural nouns Choosing phrases to describe a child's age Linking words in spoken English Using verbs to describe children's actions Exploring collocations of the word care Examining words with more than one grammatical function Analyzing the organization of an observation report Identifying syllables and word stress Reviewing simple present and simple past statements and questions Expressing interests with gerunds and infinitives Listening cloze: <i>Debra Patel</i> Giving and taking dictation
Chapter 2: Documenting Development	Domains of Child Development An Anecdotal Record Form	Describing children's actions Describing children's clothing Conversing with children about the purpose of clothing Discussing the benefits of play Singing a song: <i>This is the Way We Laugh and Play</i> Showing actions in a series Observing a child and writing a running record Examining the domains of child development Completing an Anecdotal Record Form Creating a <i>Me Doll</i> and introducing the doll to the class	Using the present progressive and simple present Sequencing adjectives in descriptions of clothing Describing a scene using collocations with play Writing a running record using simple and progressive verbs Listening cloze: <i>An observation of Sam</i> Showing the sequence of actions with transition words Applying parallel structure to simple present and present progressive verbs Exploring collocations of the word develop Examining related words with the suffixes -ion and -tion Identifying syllables and word stress Describing past actions with the simple past and past progressive Giving and taking dictation Listening cloze: <i>Developmental domains</i>

Scope and Sequence

Chapter Title	Reading Topics	Child Development Competencies	Language Competencies
Chapter 3: Describing Children and their Development	Growth and Development An anecdotal record DRDP: A Developmental Continuum from Early Infancy to Kindergarten Entry – Infant/Toddler View: Gross Motor Manipulative Skills	Describing the physical characteristics of children Identifying and talking about origin and ethnic, racial, and cultural identity Writing a description of a child Talking with children about differences, similarities, and diversity Singing a song: <i>Everyone is Different</i> Checking for factual description Writing a complete observation of a child Examining growth and development Predicting development from an anecdote Documenting development in Gross Motor Manipulative Skills Writing a reflection Presenting a story about a doll	Practicing language to describe children's physical appearance Distinguishing singular, plural, count, and non-count nouns in giving physical descriptions Ordering multiple adjectives for describing appearance Describing people using phrases of origin and ethnic, racial, and cultural identity Analyzing statements for objectivity Exploring collocations of the word development Identifying syllables and word stress Examining related words with the suffixes -able, -ity Using future verbs to express future plans and make predictions Listening cloze: <i>Michelle</i> Giving and taking dictation Listening to and categorizing skills
Chapter 4: Factors in Child Development	An Environment Rating Sheet Factors in Child Development	Describing and evaluating a child care environment Completing a child care Environment Rating Sheet Rating Discussing indoor and outdoor child care environments Observing and reporting on a child care environment Maintaining objectivity in describing an environment Discussing actions, conditions, and consequences Examining factors in child development Singing a song: <i>Up in My Tree</i> Helping a child write a bilingual <i>My Home</i> book	Listening cloze: <i>Circle time</i> Reviewing count, non-count, singular and plural nouns Using articles a, an, and the in a description Placing prepositional phrases of location in sentences Introducing an opinion Making real conditional sentences in the present and future Exploring collocations of the words effect, affect Examining adjectives with the suffix -ed Identifying syllables and word stress Responding effectively to writing prompts Listening cloze: <i>Heredity and environment</i> Giving and taking dictation

Scope and Sequence

Chapter Title	Reading Topics	Child Development Competencies	Language Competencies
Chapter 5: Socio-Emotional Development	Socio-Emotional Development DRDP: A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View: Relationships and Social Interactions with Familiar Adults	Understanding socio-emotional behavior and development Distinguishing pro-social from anti-social behavior Reporting an incident in an anecdotal record Helping children resolve conflict Singing a song: <i>Make New Friends</i> Recording and reflecting on pro-social and anti-social behavior Singing a song: <i>If You're Happy and You Know It</i> Distinguishing observations from assumptions Editing and proofreading a running record Writing an observation and reflection about drop-off time Documenting development in Relationships and Social Interactions with Familiar Adults Creating a behavior modification system Evaluating a book about a tender topic	Practicing the simple past, present perfect, and present perfect progressive verbs Exploring collocations of the word <i>influence</i> Examining related words with the suffix <i>-ment</i> Identifying syllables and word stress Adding qualifiers to non-factual sentences Writing an observation using the simple past and past progressive Using a cluster diagram for pre-writing Identifying and practicing language to resolve conflict Describing pro-social and anti-social behavior Editing non-objective writing Listening cloze: <i>Janet and Kevin's socio-emotional development</i> Giving and taking dictation
Chapter 6: Motor Development	Motor Development DRDP: A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool View: Fine Motor Manipulative Skills	Naming parts of the body Completing an anecdotal record Observing and reflecting on motor activities Helping children overcome frustration with descriptive narration Playing a game: <i>In what manner are you doing that?</i> Writing an observation and reflection on motor skills Recognizing and discussing reflexes Distinguishing gross and fine motor skills Matching observations and reflections Writing a running record and reflection Documenting development of Fine Motor Manipulative Skills Singing a song: <i>What a Miracle</i> Playing a game: <i>Simon Says</i>	Expressing actions of purpose with an instrument Using prepositional phrases with the word <i>hand</i> Using adverbial phrases to describe a child's actions Exploring collocations of the word <i>require</i> Using the passive voice Examining related words with the suffix <i>-ate</i> Identifying syllables and word stress Using gerunds as subjects and objects Writing topic sentences to begin a reflective paragraph Writing with parallel structure Listening cloze: <i>Tony stands up</i> Giving and taking dictation Listening to and categorizing skills

Scope and Sequence

Chapter Title	Reading Topics	Child Development Competencies	Language Competencies
Chapter 7: Cognitive Development	The Development of Knowledge Alaska Early Learning Guidelines: Reasoning: Causation	Completing an anecdotal record and response Understanding cognitive skills and development Writing an observation and reflection on a child's cognitive behavior Examining the development of knowledge Helping children make predictions Helping children connect current and previous experience Helping children imagine possibilities Singing a song: <i>I Know an Old Lady Who Swallowed a Fly</i> Encouraging children to make classifications Distinguishing types of knowledge Understanding child assessment guidelines about causation Making play dough	Using phrases and sentence structures to describe a child's cognitive development Exploring collocations of the word cause Examining related words with the suffixes -ion, -tion, -sion Identifying syllables and word stress Expressing predictions, guesses, and possibilities Pronouncing and using ordinal numbers in sentences Using comparatives and superlatives Using pronouns one and ones Organizing information using topic sentences Listening cloze: <i>Cognitive development</i> Giving and taking dictation Reading a recipe and following directions
Chapter 8: Language and Literacy Development	Language and Literacy Development Toddlers Whose Efforts are Praised Become More Motivated The Lion and the Mouse Speech and Language Checklist	Applying strategies to encourage language development: (1) Tune in (2) Talk more (3) Take turns Praising children's efforts over talents Understanding the role and effect of open and closed-ended questions Taking a child's dictation Examining a fable: <i>The Lion and the Mouse</i> Reading a story aloud to children Singing a song: <i>Read a Book</i> Helping children use language to work through conflict Making an assessment with a Speech and Language Checklist Helping a child make a greeting card	Listening cloze: Why talking more helps children develop Practicing language to tune in to children, talk more, and take turns Using open and closed-ended questions Exploring collocations of the word say, tell Quoting somebody's words with direct and indirect speech Examining related words with the suffix -tion Identifying syllables and word stress Using reframing language to work through conflict Listening to and categorizing skills Using language to describe cognition Listening cloze: <i>Dual language learners</i> Giving and taking dictation