Chapter 13 Study Guide

Introduction
• How a well-planned classroom supports the development of oral language
• The three basic types of activities, and the characteristics of each

Program Goals
• Why goals may vary from center to center
• The four things each child should be helped to attain
• The five areas in which each child should be helped to increase his skill
• What discourse skills are and why they are important
• The overall goal in the development of speech communication in language arts
• The process through which program goals can be realized
• How appropriate child behavior in kindergarten is aided if certain speaking and listening skills have been acquired

Daily Conversations
• Why it is important for teacher-child conversations to focus on “children’s agenda”
• Why the program, environment, and teaching situation might need to be evaluated and overhauled
• The six attitudes and behaviors that teachers should cultivate in conversation with children
• Why a child’s speech is immediately accepted and welcomed, whether limited or advanced
• Why every effort should be made to give a logical response to a child
• The six characteristics of a proper classroom atmosphere that make children more willing to speak
• How a teacher’s willingness to engage in lighthearted dialogue may make a child more open to talking
• How adults can become model explorers
• How and when adults intuitively provide useful corrective feedback
• Why it is important that the teacher know how to make alert, sensitive comments
• Seven classifications of speech, and examples of each
• What young children are generally most fond of talking about, and why
• The benefits of a teacher listening to child-to-child conversations
• Examples of factors that work counter to the realization of goals
• The six behaviors teachers should try to avoid because they discourage healthy speech development
• Why teachers are urged to observe and notice children’s conversational styles
• Examples of sign systems used by young children

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• What teachers can do to encourage the development of nonverbal communication
• What symbol weaving is and what it involves

The Authentic Teacher
• Characteristics of authentic teachers
• How authentic teachers work toward the goal of enhancing each child's growth of self-esteem and feelings of worth and value every day
• How authentic teachers channel child problems back to the conflicting parties in social conflict situations
• How an authentic teacher validates a child's abilities

Integrating Children into Social Groups
• Why teachers want all children to obtain skills in social interaction
• How friendships vary for young children as they grow

Suggested Interaction Guides
• The twelve recommended guidelines for helping develop speaking ability when dealing with young nonverbal or slightly verbal children
• The ten recommended guidelines for helping children who speak in one-word phrases or simple sentences develop speaking ability
• The twelve things teachers should do when the child speaks in sentences and comes close to mature speech
• What recasting is and what it involves
• Why it is important for teachers to actively listen and observe
• The four verbal interactions with children recommended to teachers

Awareness of Intelligent Behavior
• What teachers can do to note behaviors that indicate children's reasoning abilities, insightfulness, strategies, perseverance, creativity, and craftsmanship
• The twelve intelligence behavior characteristics, and what each involves
• What early childhood teachers can do to support children's emerging intellectual abilities
• Why it is important to begin with real and material action rather than with language, and how that can be done at a preschool level

Settings for Preplanned Speaking Activities
• The physical considerations that should be taken into account when planning a speaking activity for a group of children
• The characteristics of an ideal setting for a preplanned speaking activity

Questioning Skills
• The ways in which a teacher's questions can positively affect a child's thinking
• The types of questions that teachers need to ask, and why
• What teachers can do to make questions less threatening
• Why it is important for teachers to be sensitive to the anxiety that some children may have
• How a “choice” question can be used to slip specific, descriptive words into speech
• Why it is important for teachers to accept children’s answers to questions
• When it is appropriate to answer a child’s question with a question
• Why the level of difficulty should be recognized when using questions
• Why open-ended questions are generally better than closed-ended questions
• The eight main types of teachers’ questions, and the characteristics of each
• The types of teacher questions that promote children’s thinking processes
• What “low quality” questions center on, and why such questions should be limited
• How the way a question is phrased can affect the length of the child’s answer

Using a Vygotskian or Constructivist Approach
• The five things a teacher using a Vygotskian or constructivist approach with younger and older children should do

Speech in Play and Routines
• What establishing rituals for conversation entails
• How different types of play promote talking to different degrees
• Language-related behaviors often found in children’s play
• Why it is important for language development to provide opportunities for children to play with one another
• What a teacher should do when a child is not making a smooth transition from simple play to complex social pretend play
• What dramatic play is and what it involves
• The eight language-related benefits of dramatic play
• Why teachers might need to justify offering young children a curriculum with rich and generous dramatic play opportunities, and how they can do so
• Why pretend play is considered a milestone in a child’s development
• What teachers can do to support dramatic play
• Why four-year-olds often engage in superhero play
• Why many teachers are ambivalent about young children’s superhero play
• The potential positive and negative aspects of superhero play
• The seven ways in which early childhood centers can provide activities and objects that promote dramatic play
• How children may use symbols and language to represent objects that are not actually present
• The growth areas promoted and possible in dramatic play
• How children behave beyond their age in play
Dramatic Play Settings
- Examples of materials and furniture that can be used by children in their dramatic play
- Potential sources of dramatic play materials for children
- What a dramatic play kit is and how it is used
- What a community theme box is and how it is used
- Examples of kits for use in dramatic play, and what each might contain
- How providing costumes facilitates children’s dramatic play
- Examples of clothing items that children enjoy wearing in their dramatic play

The Teacher’s Role in Dramatic Play
- The role children play in their own dramatic play
- How teachers can motivate dramatic play before withdrawing to the background
- How children’s dramatic play changes as they age
- What a teacher can do to help a child who is less able to engage in appropriate pretend play
- The types of teacher behavior related to children’s dramatic play that are considered appropriate and inappropriate, and why
- How teachers can support children’s dramatic play, based on their observations
- The benefits of dramatic play acting a book
- Suggestions for encouraging children’s dramatic reenactments of books
- Examples of books that lend themselves to child reenactment
- How a teacher can justify children’s “book acting”
- The six techniques for teachers to support children’s storybook reenactment play
- The five ways in which the recommended techniques help children
- Why it is important to design periods specifically for conversation in the program
- How show-and-tell helps children’s language development
- The seven helpful hints for conducting show-and-tell
- The six things that show-and-tell can be (in addition to tedious and stressful) when well-conducted
- How show-and-tell items are usually stored in the classroom
- How show-and-tell activities may be scheduled
- What a “Daily News” or “Recap Times” activity is and what it involves
- Examples of statements that can initiate a “Daily News” activity
- How a “Daily News” activity can be modified to give children an opportunity to talk about problems and their solutions
- The eight suggestions for promoting more child speech in daily programs

Leading Activities
- How a child can act as a leader in certain activities
- How having a child act as a leader can help promote speaking
• Why it is important that children should take turns speaking