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Videos for Wisconsin Child Care Providers to Borrow:

LANGUAGE DEVELOPMENT

This list is divided into the following sections: general topics; English as a second language; sign language.

Go to www.ccic.wi.gov and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

CELEBRATING LANGUAGE AND LITERACY FOR INFANTS, TODDLERS & TWOS. Washington, DC: Teaching Strategies, 2008. DVD, 43 min. + 155-page user's guide.

Includes two video programs developed as part of the StoryQUEST project at Sonoma State University to help infants and toddlers develop early literacy skills. The user's guide explains how to use the videos in professional development and family workshops.

Part 1. Celebrating Language and Literacy for Infants, Toddlers & Twos (11 min.)

Part 2. Strategies for Early Language and Literacy Development (32 min.)

CHILDREN LEARNING LANGUAGE: HOW ADULTS CAN HELP. Lake Zurich, IL: Learning Seed Company, 1997. DVD, 24 min. + study guide.

Shows how infants, toddlers and preschoolers acquire language. Offers suggestions for parents and caregivers to help children develop language skills.

EARLY MESSAGES: FACILITATING LANGUAGE DEVELOPMENT AND COMMUNICATION. 1998. DVD, 28 min. + booklet.

Covers the development of communication and language during the young, mobile, and older periods of infancy. Shows the role caregivers play in fostering early communication including turn-taking, self-talk and parallel talk, simplified speech and gestures, and imitation of infants' signals.

FIRST STEPS: SUPPORTING EARLY LANGUAGE DEVELOPMENT. Portland, OR: Educational Productions, Inc., 1995. 2 DVD set + trainer's manual.

Complete training program teaches parents and caregivers relaxed, low-pressure ways to enhance early language learning of children birth to three with or without special needs. Helps us learn to read and

respond to the messages children send long before they have words to express themselves. Each part contains a 16-20 minute program that presents core concepts and techniques, plus several short training extensions keyed to materials in the trainer's manual.

Step 1. Beginning Language Connections (45 min. core training, 3.5 hrs total)

Focuses on children's early messages. Shows the importance of tuning in to children's communication from the day they're born. Presents vivid examples of children's early communication attempts.

Step 2. Reading the Child's Message (45 min. core training, 3 hrs total)

Helps adults learn to read each child's cues and signals. Identifies many overlooked, unclear or easily misinterpreted communication efforts.

Step 3. Talking with Young Children (50 min. core training, 3 hrs total)

Describes a very powerful technique called "Information Talk" which is the process of observing and talking to children about what they are seeing, doing, thinking or feeling.

Step 4. Building Conversations (55 min. core training, 3 hrs total)

Clearly demonstrates simple techniques of turn taking and following a child's lead.

GOOD TALKING WITH YOU: LANGUAGE ACQUISITION THROUGH CONVERSATION. Portland, OR: Educational Productions. 5 **VHS**, 30-min. videocassettes, each with facilitator's guide + viewer's guide.

Tape 1. OH SAY WHAT THEY SEE: AN INTRODUCTION TO INDIRECT LANGUAGE STIMULATION TECHNIQUES. 1984.

Describes and demonstrates five specific techniques adults can use to help children 1-3 develop language. Explains why these indirect methods are better than direct methods where the child is questioned or commanded and expected to reply.

Tape 2. LET'S TALK: FIRST STEPS TO CONVERSATION. 1987.

Four important steps to help adults communicate with 3- to 5-year-olds: how to show a child you want to talk, how to start a conversation of interest to the child, how to avoid asking questions that stop conversations, how to correct a child's speech and language errors in a positive way.

Tape 3. NOW YOU'RE TALKING: TECHNIQUES THAT EXTEND CONVERSATION. 1987.

Shows how, once we've engaged 3- to 5-year-old children, we can extend conversations, stimulate thinking and problem solving, and draw children out so they'll want to share their ideas and feelings.

Tape 4. BETWEEN YOU AND ME: FACILITATING CHILD-TO-CHILD CONVERSATIONS. 1988.

Shows how adults can act as facilitators, helping both language-normal and language-delayed children talk with each other.

Tape 5. SPACE TO GROW: CREATING AN ENVIRONMENT THAT SUPPORTS LANGUAGE ACQUISITION. 1988.

Tour of a model language-based preschool explains how the environment is designed to say, "You can be comfortable here, you are important, you are competent," both to children who are developing as expected and to children with special needs.

LANGUAGE & LITERACY. Beaverton, OR: Educational Productions, 2004. 2 DVD set, 36-min.

A collection of 3 to 5 minute, unnarrated video clips showing real world examples of key teaching and parenting practices which support emerging language and literacy. The clips were carefully edited for clarity and interest, making them useful in workshops, classes, and home visits.

Part 1. Focus on Toddlers

Ten video clips featuring professionals with toddlers in child care, Head Start, school, and early intervention settings, as well as parents at home with their young children.

Part 2. Focus on Pre-K and Kindergarten

Eight video clips featuring professionals with preschoolers and kindergartners in child care, Head Start, school, and early intervention settings, as well as parents at home with their young children.

LANGUAGE AND LITERACY. Ypsilanti, MI: High/Scope Press, 2000. DVD, 60 min. + viewer guide + booklet.

A description of the six High/Scope key experiences in language and literacy is followed by five scenes without narration which viewers can use to practice identifying the key experiences and the strategies adults use to respond to children's play ideas in ways that help the children develop language and literacy.

LET'S TALK ABOUT IT. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 12.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. **VHS**, 27 min. + faculty guide.

Fostering the development of language skills and emergent literacy in children from birth to age five. Language acquisition and methods for increasing language competence.

ENGLISH AS A SECOND LANGUAGE

THE EARLY CHILDHOOD LITERACY CASE: A VIDEO ETHNOGRAPHY OF BALANCED LITERACY APPROACHES FOR SECOND LANGUAGE STUDENTS. Provo, UT: Harris Video Cases, 2002. Distributed by NAEYC. **CD-ROM.**

This CD-ROM demonstrates how five different teachers promote the literacy development of second language learners in preschool and early elementary classrooms. A range of balanced literacy practices is represented from word level skills to more holistic approaches to literacy development.

ENGLISH LANGUAGE LEARNERS IN THE PRESCHOOL SETTING DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES. Cincinnati, OH: Arlitt Instructional Media, 2011. DVD, 77 min. + CD-ROM.

DVD includes three programs showing theoretical concepts in action. Guides on accompanying CD-ROM allow training to be facilitated or independent.

Development of English Language Learners (28 min.) explains that learning a second language takes time, effort, motivation, use, and instruction. Advises teachers to accept a child's silence and alternative communication strategies.

Working with Families of English Language Learners (26 min.) says that embracing families as partners in education is essential to understanding the cultural roles, values, traditions, and languages that influence children.

Integrating Content Learning and English Language Learning (23 min.) examines specific strategies that can be effective in working with English language learners. Shows how project work can be used to develop social communication skills.

ONE CHILD, TWO LANGUAGES IN ACTION: EDUCATING & ASSESSING YOUNG SECOND-LANGUAGE LEARNERS. By Patton O. Tabors. Baltimore, MD: Paul H. Brookes Pub. Co, 2008. DVD, 2 hours.

In this training tool for pre-service and in-service early childhood educators, Dr. Tabors explains the complex process of second language development and demonstrates specific ways teachers can support English language learners and put them on a path to social and academic success. The DVD features the *Bilingual Early Language Assessment (BELA)* and was created as a companion to the book *One Child, Two Languages*, 2nd edition, by Patton O. Tabors.

READING WITH BABIES = LEYENDO CON BEBÉS. New York: Read To Me Program, 2005. DVD, 18 min. + program note sheet. Narration in English and Spanish.

Reading with babies is very important in developing their language skills and imagination. Viewers can see the shared fun, communication, and connection in these fifty examples of babies under two years of age being read to by a parent.

THE SHERI GALARZA PRE-SCHOOL CASE: A VIDEO ETHNOGRAPHY OF DEVELOPMENTALLY APPROPRIATE TEACHING OF LANGUAGE AND LITERACY. Provo, UT: Harris Video Cases, 2002. Distributed by NAEYC. **CD-ROM.**

This CD-ROM shows an excellent preschool teacher in action with young children of mixed language codes, primarily Hawaiian Creole. We see how children develop language, prereading, writing, and socioemotional skills as their teacher engages them in different activity centers, such as the block center, dramatic play center, garden center, and reading center.

SOYUL & TEACHER YVETTE: ADVENTURES IN PRESCHOOL SECOND LANGUAGE ACQUISITION. St. Paul, MN: Teaching at the Beginning, 2014. DVD, 60 min., with Spanish subtitles + facilitator's guide on CD-ROM.

This professional development video takes a close look at one dual language learner across 14 months of preschool. It uses classroom vignettes and child-teacher interactions to present the stages of second language acquisition and strategies for working with dual language learners in preschool settings.

STARTING POINTS. Beaverton, OR: Educational Productions. DVD + trainer's guide.

This series shows how mainstream pre-K through third grade teachers welcome culturally and linguistically diverse children and enable them to grasp new language and concepts and become part of the classroom community. Acknowledging the ways in which multiple languages challenge educators, the videos focus on small changes that make sense to teachers and seem possible to incorporate into their teaching.

Part 1. I Don't Know Where to Start. 2002. 33 min.

Shows how stressful entering school in a new culture can be for children and how it initially limits their ability to learn. Teaches strategies to help children feel welcome and safe by nurturing a sense of trust and belonging. Emphasizes creating a connection with children and families and building a community of acceptance within the classroom that validates all children.

Part 2. Getting Your Message Across. 2002. 35 min.

Viewers discover how baffling it is to try to understand simple messages in another language, especially when it is spoken with little affect and no other cues. Nonverbal communication strategies that help convey meaning are added, and viewers learn how helpful they are to children who are just learning English. Strategies demonstrated include: animated facial expressions and body language, using gestures and visuals, and modeling.

Part 3. Bringing Language Alive. 2003. 27 min.

Viewers learn that a key to acquiring both first and second languages is receiving comprehensible input: hearing language used in meaningful contexts. Teachers demonstrate strategies that provide comprehensible input across the curriculum, including Information Talk, the Silent Period, and the Affective Filter. Strategies to support children throughout these experiences are also demonstrated.

A WORLD FULL OF LANGUAGE: SUPPORTING PRESCHOOL ENGLISH LEARNERS = UN MUNDO LLENO DE LENGUAJE: CÓMO APOYAR A LOS NIÑOS QUE APRENDEN INGLÉS AL NIVEL PREESCOLAR. Sacramento, CA: Dept. of Education, 2007. DVD, 61 min. + booklet + book *Preschool English Learners: A Resource Guide* (128-p.)

Describes how young children acquire English as a second language. Focuses first on strategies preschool teachers can use to support language acquisition and then on strategies that move children toward literacy.

SIGN LANGUAGE

PICK ME UP! : FUN SONGS FOR LEARNING SIGNS. Seattle, WA: Sign2Me/Northlight Communications, 2003. **CD** + 62-page book.

Inspired by *Sign with Your Baby*, these 20 original songs let educators, parents, caregivers, and hearing children (aged seven months to seven years and older) have fun while learning American Sign Language signs. Music plays in all CD players. Enhanced CD features require Enhanced CD compatible CD-ROM drive for Macintosh or PC.

READY, SIGN, GO! : USING SIGN LANGUAGE TO PROMOTE PRESCHOOL LEARNING. Ypsilanti, MI: HighScope Press, 2011. DVD, 45 min. + 70-page book by Karen Rush.

DVD includes classroom scenes of adults and children using ASL during greeting time, group times, transitions, and other parts of the program day.

SIGN WITH YOUR BABY: HOW TO COMMUNICATE WITH INFANTS BEFORE THEY CAN SPEAK. W. Joseph Garcia and Burton L. White. Seattle, WA: Northlight Communications, 1999. DVD, 64 min. + book (106 p.)+ quick reference guide.

Babies have control over their hands long before they can speak, so when they are about eight months old you can start teaching them a few simple signs which will make a big difference in their ability to communicate with you. This complete learning kit provides practical advice, illustrations and demonstrations by both babies and adults of the most effective signs to use with your baby.

WE SIGN: BABIES & TODDLERS. Orange, CA: Production Associates, 2002. DVD.

Helps parents, siblings, family members, teachers and caregivers introduce sign language to very young children and teach them to communicate even before they are able to speak.

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