

## **Ideas for increasing and enhancing language development in 3 and 4 year olds...** **Developed by the Bay District Schools' Pre-K ESE and VPK Teachers**

### **Housekeeping Center**

Add new props

Add grocery store advertising flyers

Make grocery shopping lists (have paper & pencils available)

Utilize real food containers

Add in multicultural foods in real containers, etc.

Provide a "book" or choice cards with the different logos from familiar local restaurants

### **Circle Time**

Introduce letter of the week. How? Poem with the letter, letter sounds, etc.

Review of classroom rules

Hide letters in the classroom environment. Children search for letters; once found, child names and gives sound of that letter

Read a story, then ask questions about characters, plot, etc. Ask children to retell the story.

Ask open ended questions about the weekend, special events, school breaks, etc.

Weather prediction – add new words into the vocabulary

Teach children how to "vote" for "this book vs. that book" or "this activity vs. that activity"

Mystery Box – Prepare ahead of time a shoe box with an item involved in a story that we have read or will read. Have children guess what might be in the box. (ex. *A Squirrel's Tale* book)

Provide opportunities for children to predict what might happen later

Role play story – Read *Rainbow Fish* and have several children act out the story as another retells the story to the group

Make available multiple books on the topic of interest or project in the classroom

Use songs to teach names of children, socially appropriate behaviors, etc.

Use stories to teach sequencing of events; ex. *Goldilocks and the 3 Bears* for first, middle, last, etc. Later provide sequence cards and ask child to retell the events using the cards

Provide props; masks, puppets, etc.

Explain meanings of new vocabulary words

### **Dismissal Time**

Encourage listening and following directions by calling child(ren) based on a characteristic (yellow backpack, striped shirt, etc.) to retrieve backpack

### **Outdoor Play**

Play physical games, such as Kick Ball; teach children the rules of the game. (listening, vocabulary development, sequence of events)

Taking turns singing a song

In sand and water play, compare wet sand to dry sand; encourage children to think and express their ideas

Find items that are heavy or light

Talk about the sun and shadows

What can create a shadow?

Include weather prediction and current conditions in talk

“Can you feel the wind?”

“Is it hot or cold?”

### **Daily Routines**

Describe actions and events; ex. hand washing, using soap, flushing toilet, etc.

Use words that are opposites during conversation and directions; ex. left/right, front/back, open/shut, hot/cold

Use prepositions and show what each means; ex. under, on, in, between, etc.

Sing birthday song

Line up in alphabetical order

Review of rules then children retell or explain the rules

Actively engage children in verbally expressing their selections for toys/props/activities when going outside to retrieve items from storage; ex. shovels, pots and pans, trucks, balls, etc.

Ask questions to children as they play and LISTEN to children

Who, what, where, when, and how

## **Breakfast, Lunch, Snack Times**

Provide discussions/questions as conversation topics/starters:

“How do you think this food was prepared?”

Talk about the sense of taste

Rhyming words – “What rhymes with FISH?”, “CORN”, “BREAD”, etc.

Different food groups

“What is your favorite food?” Encourage child to use descriptor words and why he/she likes that food.

“What color is your food? Is it salty or sweet? Do you like this best or what else do you like best?”

Count items; cookies, napkins, children, etc.

Encourage child to verbally ask to open or close the snack container

Use words to describe how to serve snacks, whether it is 1 child as the snack helper or family style

Grouping foods into:

Good / Bad

Sweet / Bitter / Sour

Soft / Hard / Smushy Textures

Hot / Cold

Fruits / Vegetables

Naming and identifying foods

Naming foods by different/similar colors or shapes

Build vocabulary with names of foods, eating utensils, or preparation methods (ex. squash, chopping, boiling, etc.)

Engage in general conversational topics

Discuss the morning’s activities during lunch time

Review of learning (ex. alphabet letters, counting, sounds in words, etc.)

### **Center Times**

Illustrate a story and have child verbally retell the story

Extend learning into play dough and art; use props that are small, medium, & large, etc.

### **Field Trips – “Going to the Fire Station”**

Introduce the words “fire station” using props

Ask questions and share information about fire station

Read stories and show pictures.

After the visit, review vocabulary and experiences. Enhance the conversation with what they experience and learned from the visit.

Make a book with photos of the trip and have it available in the book area. Encourage children to look at the book and retell the visit, what the firemen do when on the truck, how they know to leave for a fire, etc.