



Welcome!

Distance Learning: How to Read Books with Infants & Toddlers

PRESENTED BY:

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HOSTED BY: EARLY EDGE CALIFORNIA

Using POLL Strategies to Support Infants and Toddlers



POLL: Personalized Oral Language Learning





Anchor Experiences

Vocabulary

Intentional Message

Songs and Chants

Enrichment Activities

Family Engagement



Our Children





The diagram consists of four overlapping hearts arranged in a horizontal row. The hearts are colored purple, orange, teal, and purple from left to right. The text is centered within each heart. The hearts overlap in a way that creates a continuous, wavy line across the middle of the image.

RHYTHM & MOVEMENT

VOCABULARY

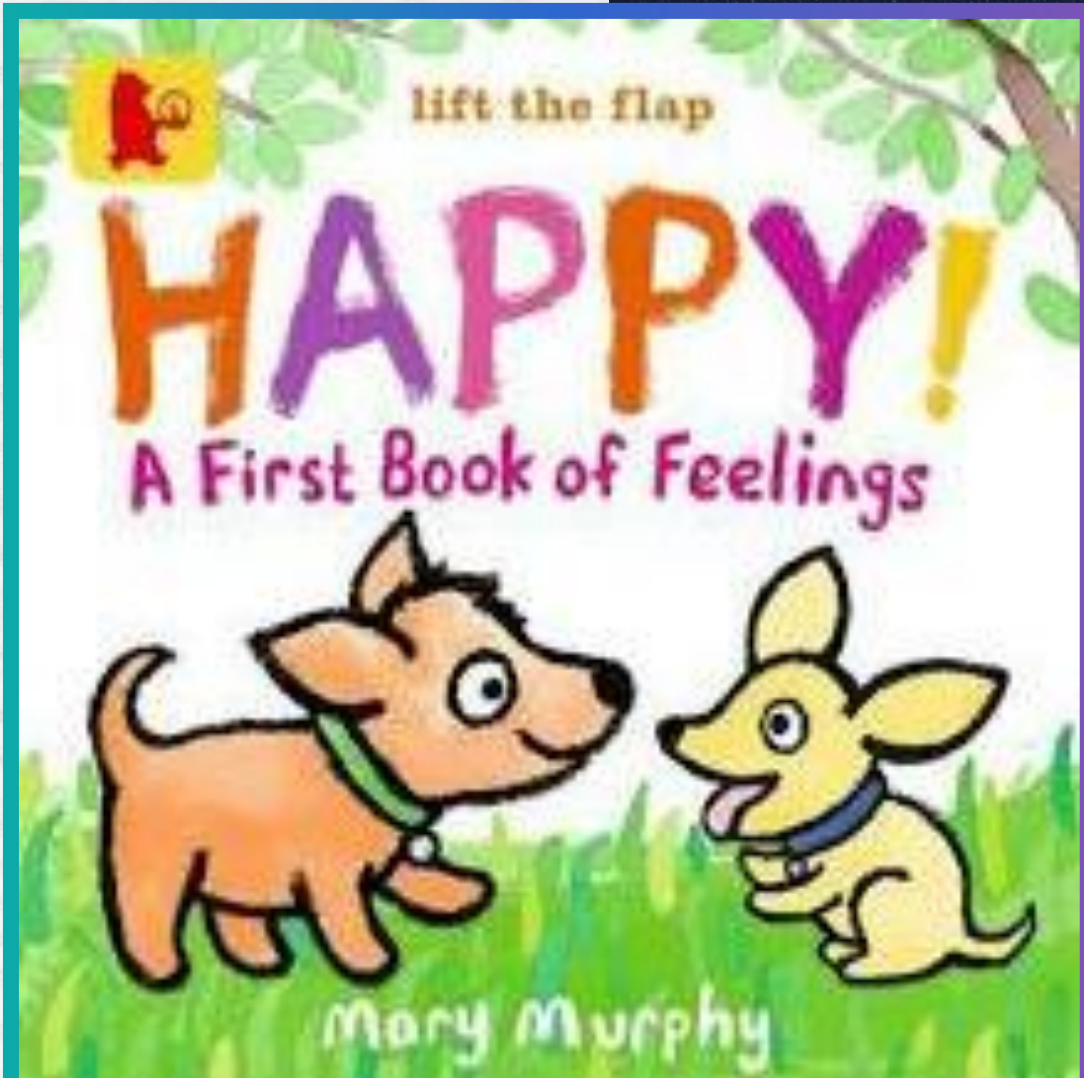
**ENRICHMENT
ACTIVITIES**

GESTURES



Recommendation #1: introducing vocabulary related to emotional health





We identify, label and
describe emotions
to support
socio-emotional.



MAKING

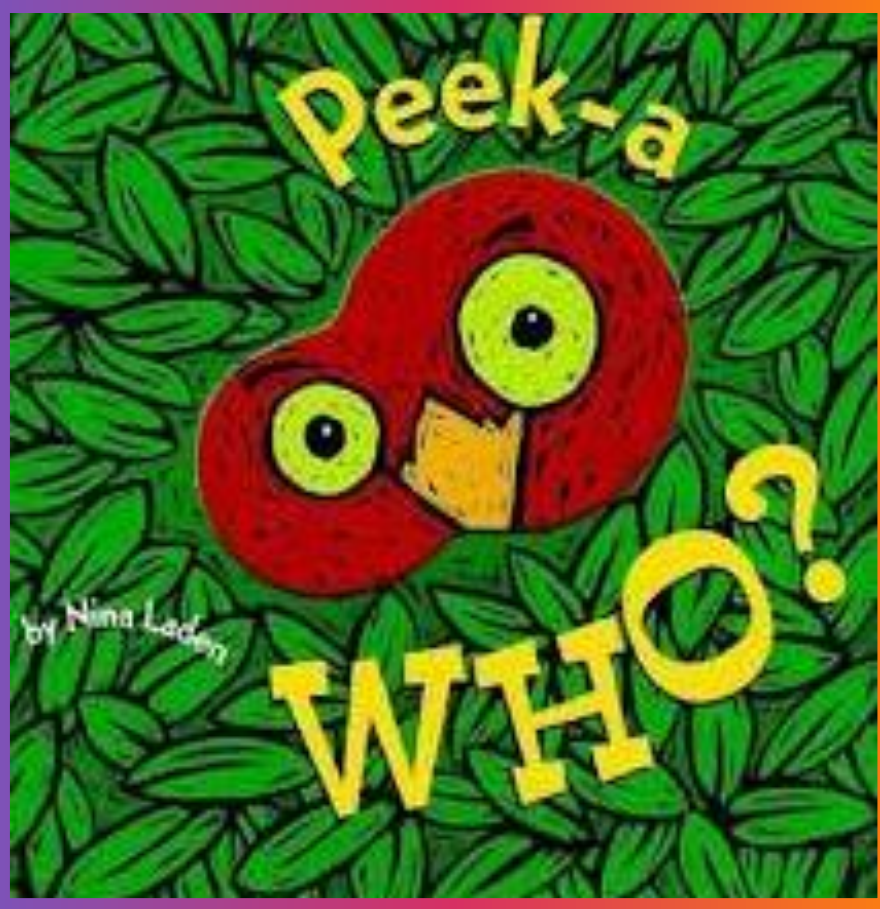


FACES

A First Book of Emotions

Recommendation #2: using repetitive phrases with rhythm and movement





Peek-a who?

Peek-a who?

Who do you see?

Who do you see?

I see mommy looking at me

I see mommy looking at me

Peek-a who?

Peek-a who?

Who do you see?

Who do you see?

I see daddy looking at me

I see daddy looking at me

Peek-a who?

Peek-a who?

Who do you see?

Who do you see?

I see Daniel looking at me

I see Daniel looking at me

Peek-a who?

Peek-a who?

Who do you see?

Who do you see?

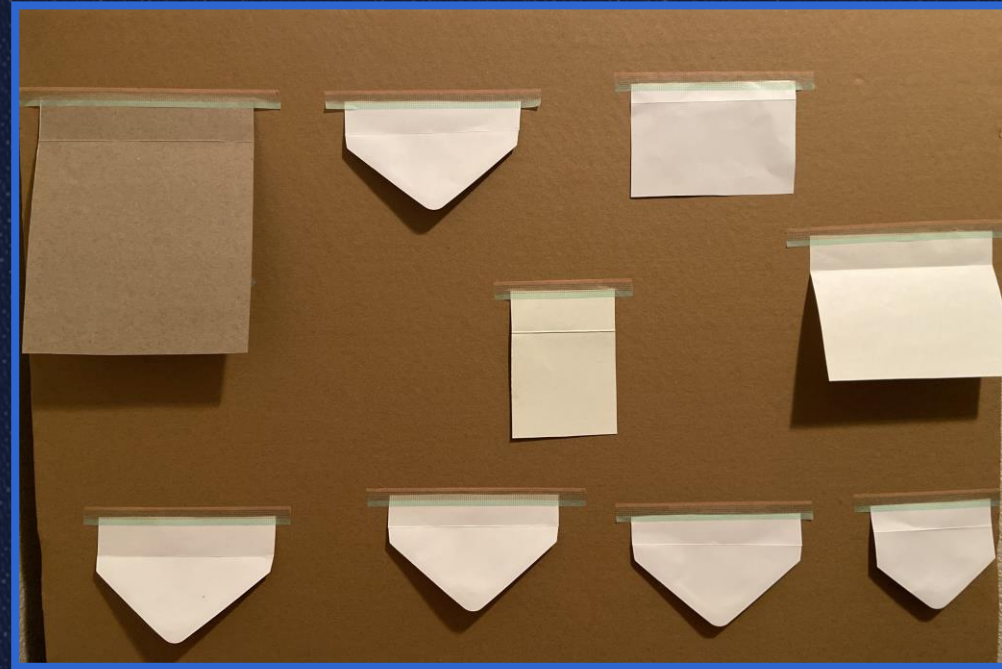
I see my family looking at me!!

I see my family looking at me!!

(Tune Brown Bear, Brown Bear)



REPETITIVE PHRASES



Enrichment Activities



Recommendation #3: following the child's interest and curiosity





priddy books

See, Touch, Feel



A first sensory book to share with your baby

Hear the drum go ...
Bang! Bang! Bang!





Developing Ideas of Attribute While Reading to Babies
(Early Math Collaborative, Erickson Institute)

REPETITIVE PHRASES



Enrichment Activities

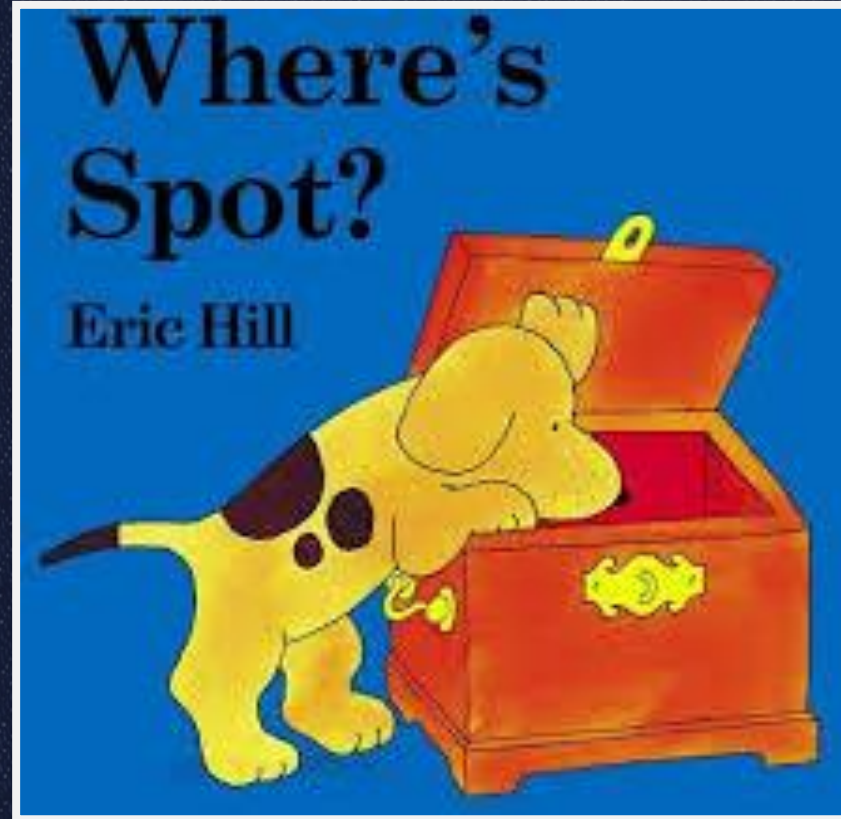


Recommendation #4: engaging families





Following the child's interest and lead...



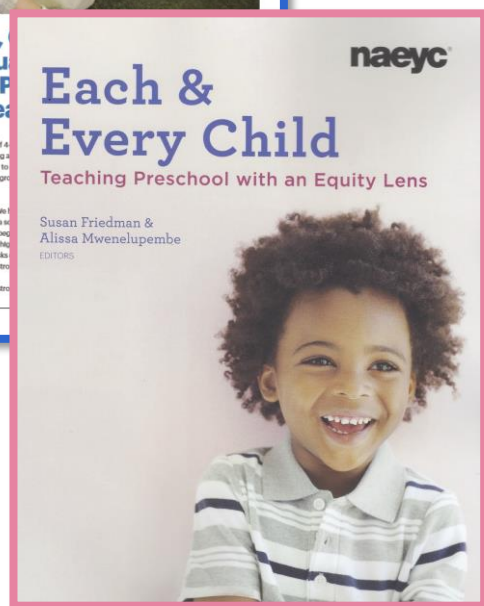
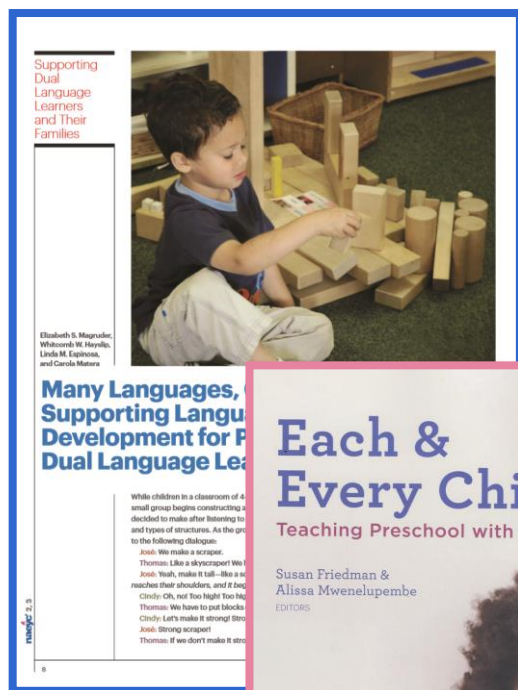
while describing his or her actions.



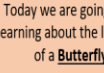

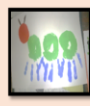



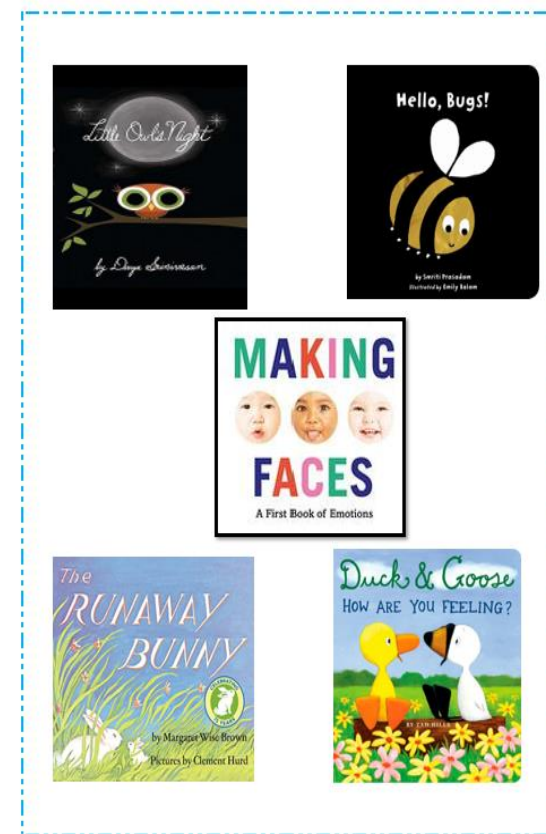




RESOURCES



Personalized Oral Language(s) Learning (POLL) Strategies					
Anchor Text-Preschool Anchor Text & Experiences- Infant/Toddlers	Key Vocabulary Words	Intentional Message	Songs/Chants	Center Extensions	Parent/Community Engagement
					
Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.	Choose at least three to five key vocabulary words to introduce throughout the week. (Keep in mind the stages/ages of the children). Use photographs, pictorial cognate charts, and word walls to introduce new concepts and vocabulary as well as to deepen comprehension.	Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Think about verbally cueing the words in home languages to support concept development.	Academic and content vocabulary is woven into familiar rhythm, songs, and chants to encourage repetition.	Plan center-based opportunities for independent and/or small group time to explore the concepts presented and practice the language being learned. Those are child-initiated and teacher-facilitated learning times.	Invite family members or community members into the classroom to support the concept development. (Refer to Family Language and Cultural Interview)



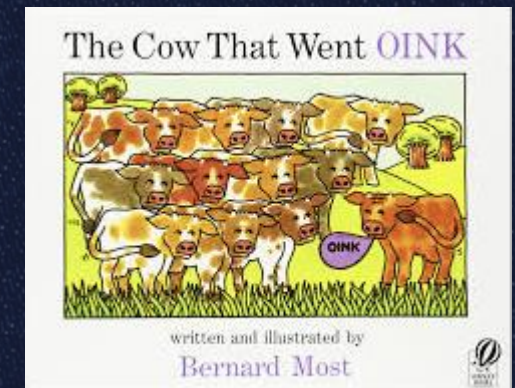
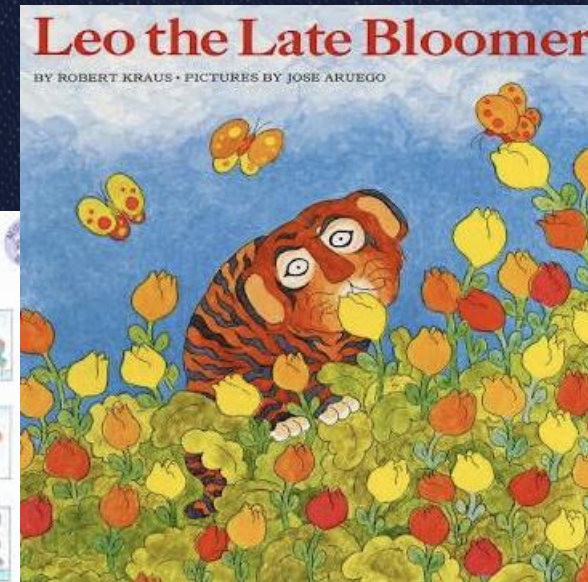
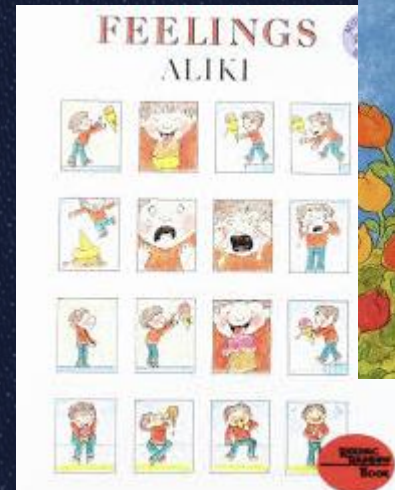
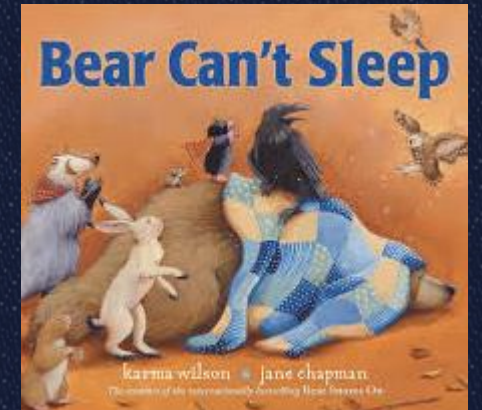
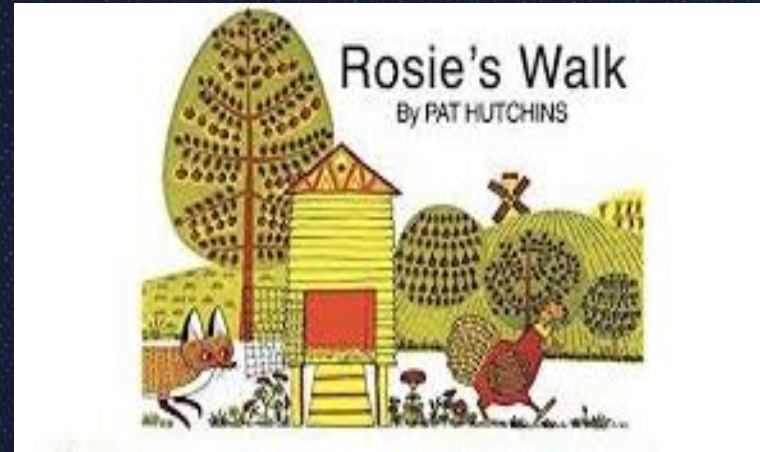


Dialogic Reading with Your Toddler (Raising a Reader Massachusetts)

Questions?



Next Webinar



Thank you

