



# **Welcome!**

# **Distance Learning: How to Read Books with Infants & Toddlers**

**PRESENTED BY:**

**CAROLA OLIVA-OLSON, PH.D. – CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**ANNA ARAMBULA-GONZALEZ, M.A. - LANGUAGE LEARNING PROJECT, FRESNO UNIFIED SCHOOL DISTRICT & CSUCI**

**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**

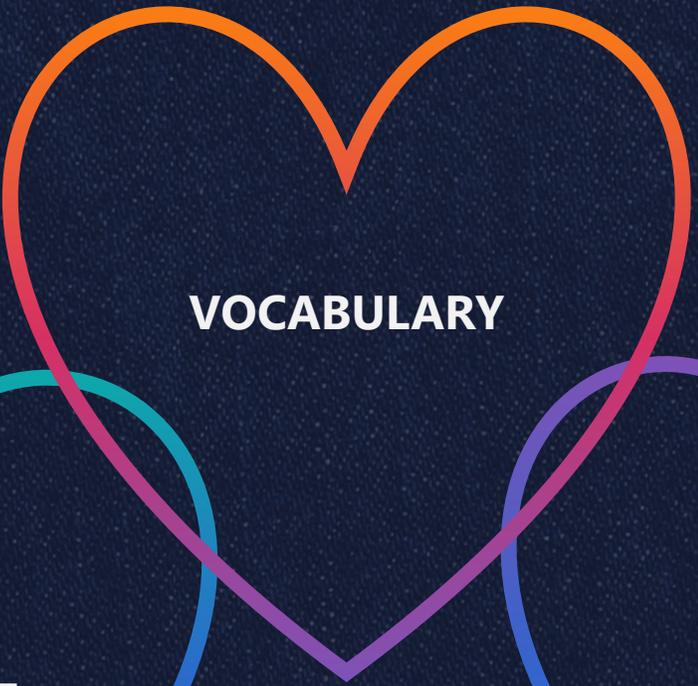


# Our Children





**RHYTHM & MOVEMENT**



**VOCABULARY**



**ENRICHMENT  
ACTIVITIES**

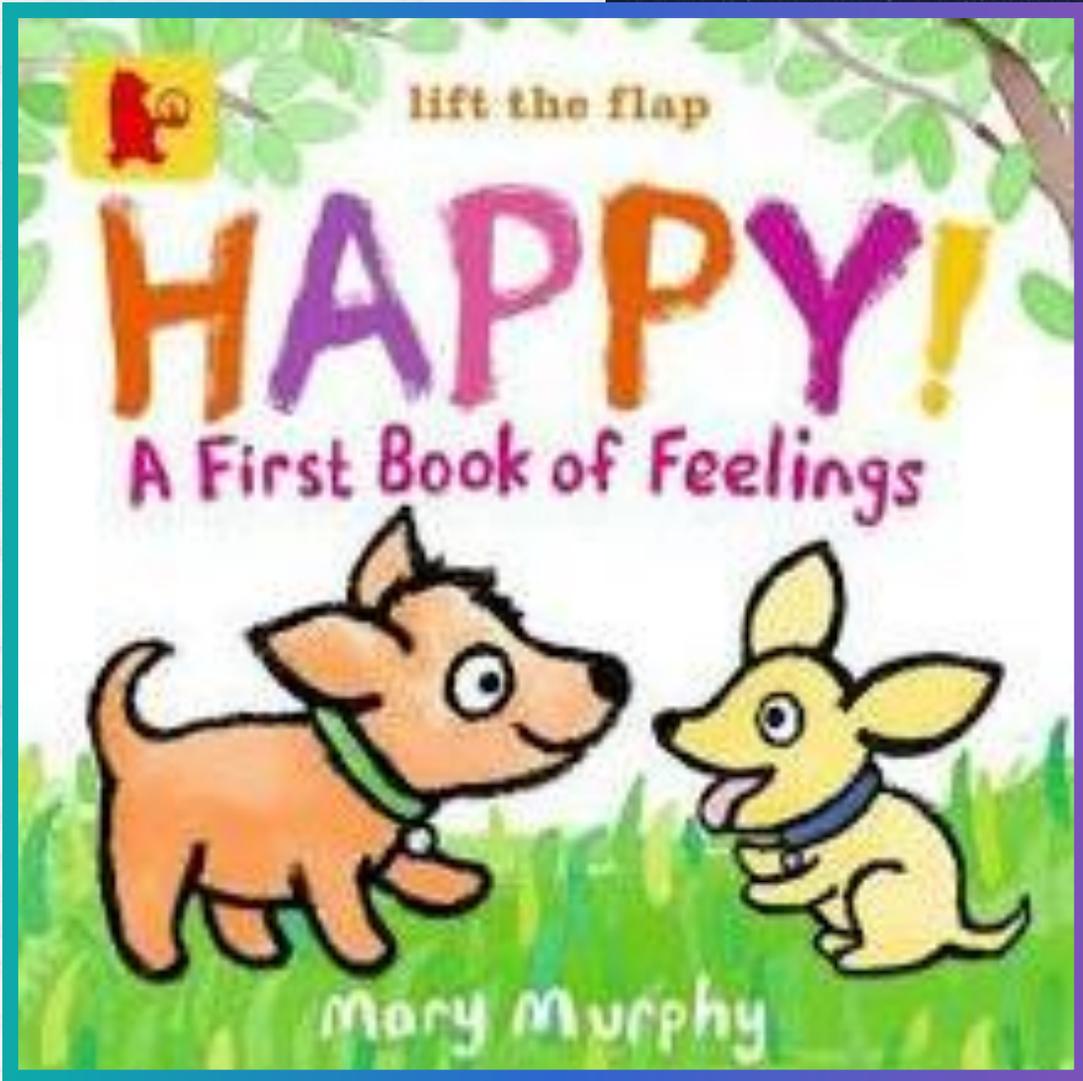


**GESTURES**



**Recommendation #1:  
introducing vocabulary related to emotional health**





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



MAKING

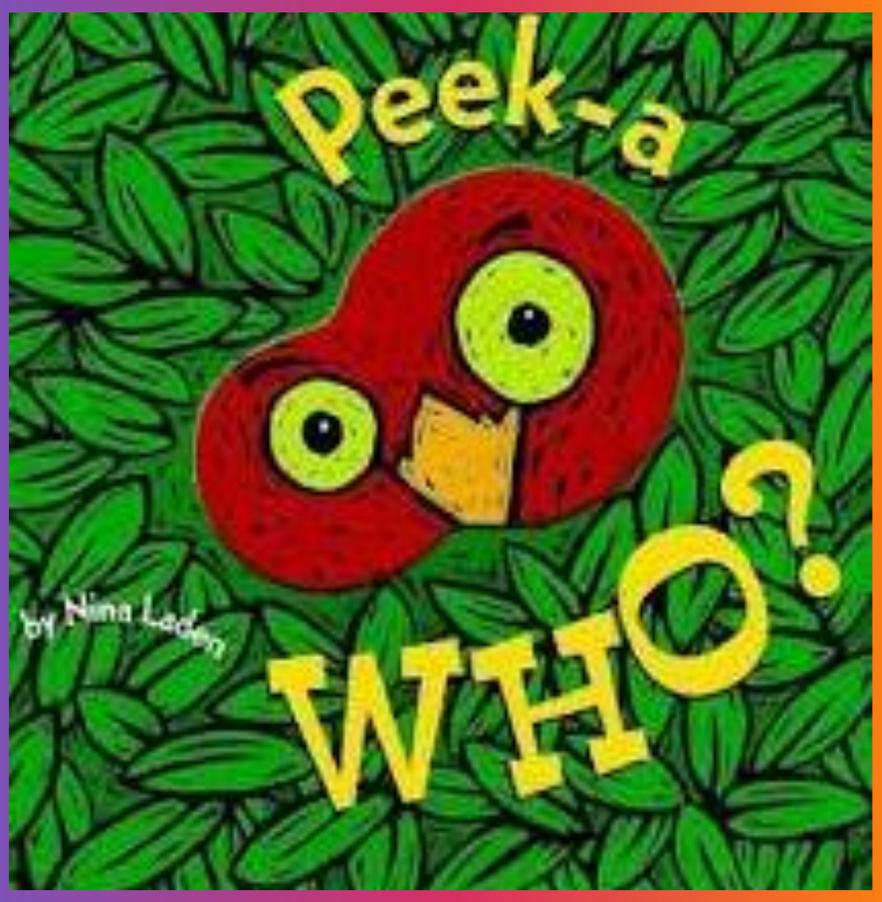


FACES

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?

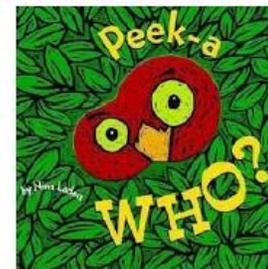
Peek-a who?

Who do you see?

Who do you see?

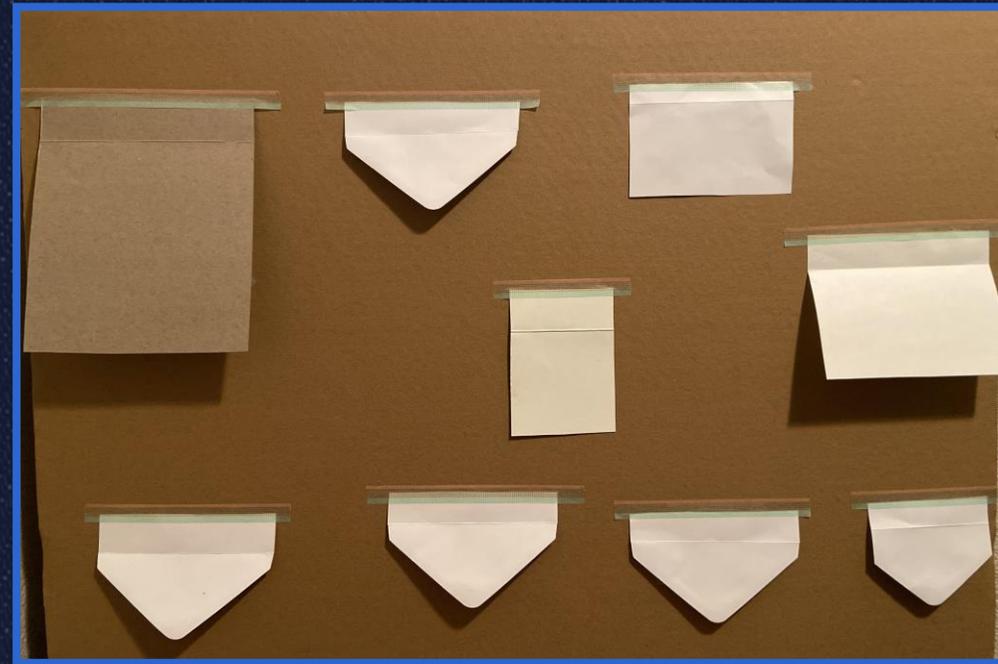
I see my family looking at me!!

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**



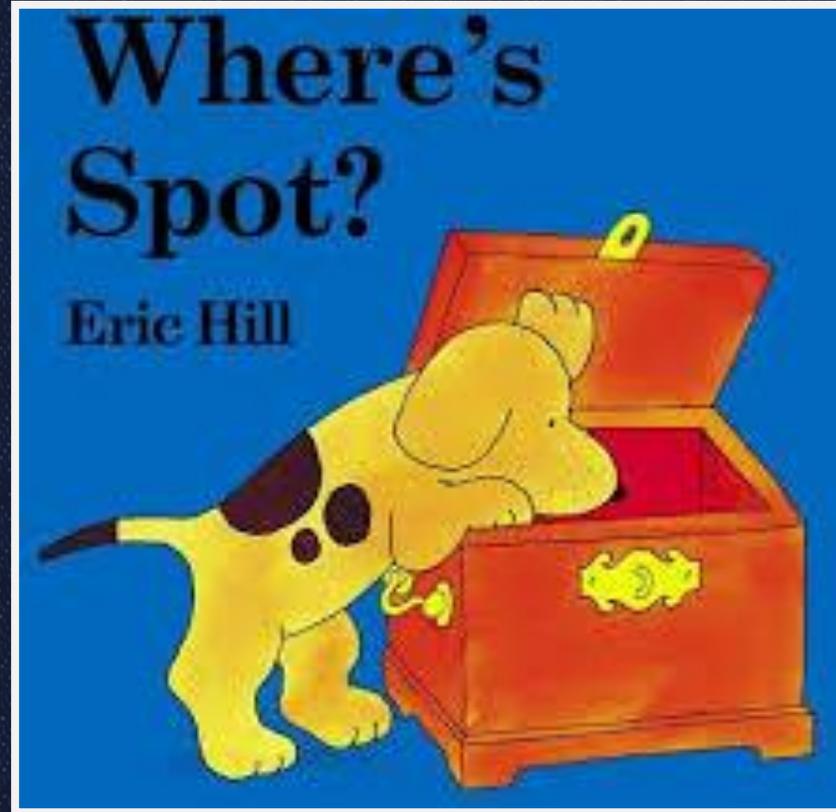
Belly Button?



Where  
are  
baby's  
hands?



**Following the child's interest and lead...**



**while describing his or her actions.**







# RESOURCES

Supporting Dual Language Learners and Their Families



Elizabeth S. Magruder, Wilborn W. Haydel, Linda M. Espinosa, and Carole Matena

While children in a classroom of 4 small group begins constructing a decided to make after hearing the and types of structures. As the go to the following dialogue:

Joni: We make a skyscraper.  
Thomas: Like a skyscraper? We make a skyscraper!  
Joni: Yeah, make it tall—like a skyscraper reaches their shoulders, and if that's too high, not too high! Too high!  
Thomas: We have to put blocks on top!  
Joni: Let's make it strong too!  
Joni: Stronger!  
Thomas: If we don't make it strong...

naeyc 2.3

Each & Every Child

Teaching Preschool with an Equity Lens

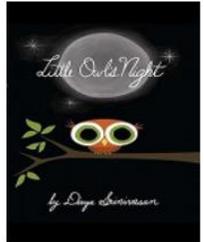
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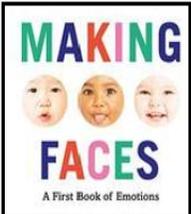
Susan Friedman & Alissa Mwenelupembe

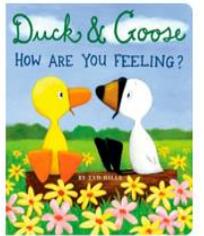
EDITORS



Personalized Oral Language(s) Learning (POLL) Strategies					
<p><b>Anchor Text-Preschool Anchor Text &amp; Experiences-Infant/Toddlers</b></p>  <p>Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.</p>	<p><b>Key Vocabulary Words</b></p>  <p>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.</p>	<p><b>Intentional Message</b></p> <p>Today we are going to be learning about the life cycle of a <u>Butterfly</u>.</p> <p>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.</p>	<p><b>Songs/Chants</b></p>  <p>Academic and content vocabulary is woven into familiar rhythm, songs, and chants to encourage repetition.</p>	<p><b>Center Extensions</b></p>  <p>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.</p>	<p><b>Parent/Community Engagement</b></p>  <p>Invite family members or community members into the classroom to support the concept development. (Refer to Family Language and Cultural Interview)</p>







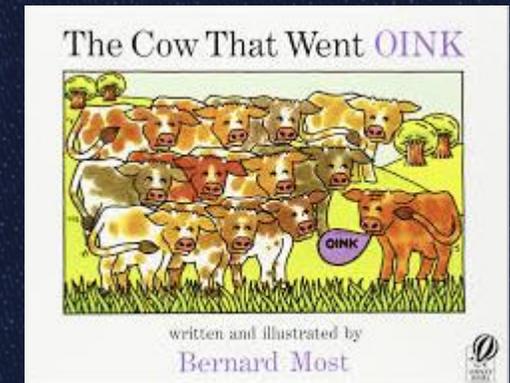
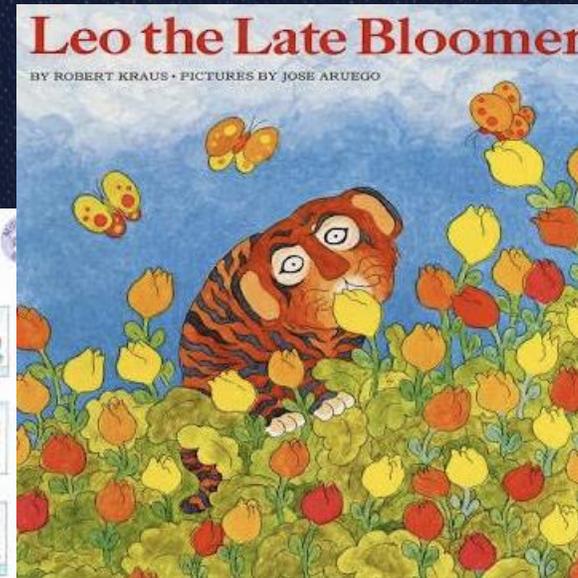
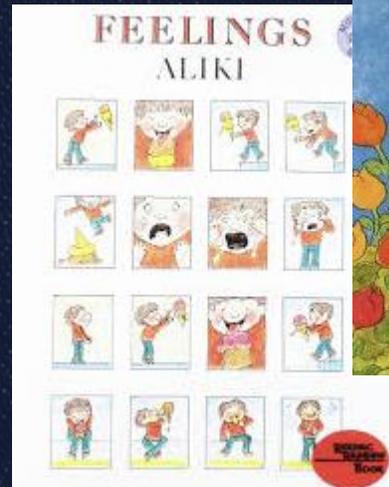
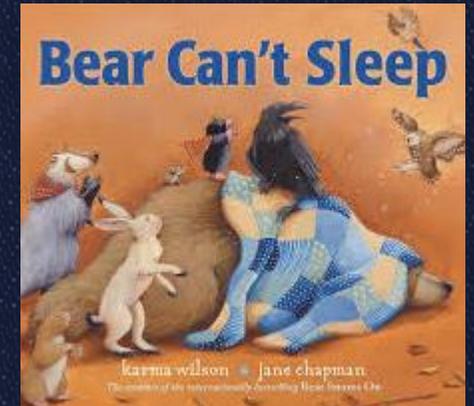
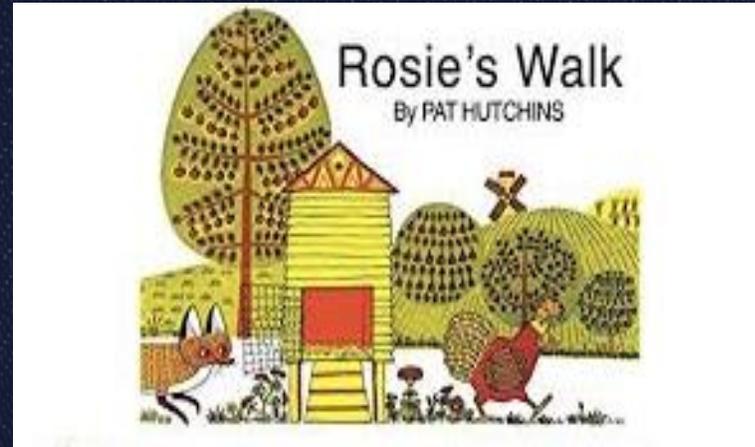



## **Dialogic Reading with Your Toddler (Raising a Reader Massachusetts)**

**Questions?**



# Next Webinar



**Thank you**

