



# Meaningful Language: Intentional Conversation and Play in Early Care and Education Viewing Guide

## Presenters:

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## Intended Use

This viewing guide is intended to be used by educators when viewing the 2022 Literacy Academy keynote conversations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data-driven, sustained, intensive, collaborative, job-embedded and instructionally focused.

## Acknowledgments

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## Reproducing the Viewing Guide

If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

## Before Viewing: Discussion Questions

1. Do you teach vocabulary in your early care and education classroom? If so, how?
2. How many conversations do you think you have with children during the school day?
3. What are your favorite books to utilize during shared book reading?
4. Do you utilize digital media in your classroom? If so, how?

## During Viewing: Discussion Questions

*Pause the recording at the times indicated below to discuss each question.*

1. Name two ways early care and education providers can introduce new words to children in the classroom? What do children need the opportunity to do to solidify their understanding of new words? (11:10)
2. Name a key feature of “parentese” or “teacherese.” (14:20)
3. Define: (24:40)

Tune In	
Talk More	
Take Turns	

## After Viewing: Discussion Questions

1. Name one way you can be intentional with your vocabulary instruction in your classroom? How do you plan on implementing the strategy in your classroom?
2. Identify one way you can draw attention to oral language during your school day with children.
3. Describe specific strategies you can use to increase the number of conversational turns with children in the early care and education setting.
4. Reflect on your favorite books for shared book reading. How can you improve your oral language and vocabulary instruction when using them in your classroom?

## Conversation Notes

- Gilkerson, J., Richards, J. A., Warren, S. F., Oller, D. K., Russo, R., & Vohr, B. (2018). Language experience in the second year of life and language outcomes in late childhood. *Pediatrics*, 142 (4). doi: 10.1542/peds.2017-4276
- Gómez, E., & Strasser, K. (2021). Language and socioemotional development in early childhood: The role of conversational turns. *Developmental Science*, e13109.
- Inside Early Talk, LENA.org  
[https://f.hubspotusercontent30.net/hubfs/3975639/Inside%20Early%20Talk\\_20210303.pdf](https://f.hubspotusercontent30.net/hubfs/3975639/Inside%20Early%20Talk_20210303.pdf)
- Suskind, D., Suskind, B., & Lewinter-Suskind, L. (2015). *Thirty million words: Building a child's brain: tune in, talk more, take turns*. Dutton Books.
- [Thirty Million Words from The University of Chicago](#) (Website)