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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 <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

ADVENTURES IN LANGUAGE. Beaverton, OR: Teacher's Toolbox, 2002. 2 VHS, 20-min. videocassettes + guides.

Tape 1. BEYOND WORDS

Receptive language techniques to use with children ages 2 to 6 whether they are developing typically, experiencing language delays, or are linguistically diverse learners.

Tape 2. SOMETHING TO SAY

Introduces key conversation strategies to develop expressive language skills in children ages 2 to 6 whether typical or with severe language delays.

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. VHS or **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.

COMMUNICATION WITH PREVERBAL INFANTS AND YOUNG CHILDREN. University of Colorado Health Sciences Center. Lawrence, KS: Learner Managed Designs, Inc., 1992. VHS, 29 min.

This video program describes how preverbal communication develops and ways caregivers can maintain and support an infant's or young child's efforts to communicate. Infant cues, imitation, use of sounds and gestures, and the progression into use of word symbols are shown. Viewers have the opportunity to evaluate observations of interactions that occur during typical daily activities.

EARLY MESSAGES: FACILITATING LANGUAGE DEVELOPMENT AND COMMUNICATION. 1998. VHS or **DVD**, color, 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. 4 VHS, 30-min. videocassettes + 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 video 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 VHS or 2 **DVD**, 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.

Volume 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.

Volume 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. VHS or **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.

LANGUAGE DEVELOPMENT. (The Developing Child, Module 22.) Barrington, IL: Magna Systems, Inc., 1993. VHS, 32 min. + workbook.

The functions of language and literacy (reading and writing) from infancy through adolescence. The role of the adult in supporting language and literacy development. Social and cultural factors in language learning and usage.

LANGUAGE IS THE KEY. Seattle, WA: Washington Research Institute, 1997. 2 VHS, 20-min. videocassettes + training manual.

Illustrates the important role of language in everyday life and briefly describes how young children develop language. Emphasizes the role played by the adult in helping children learn language during picture book time. The overarching teaching approach--Follow the child's lead--and three specific language facilitation strategies are presented. Bilingual children are discussed.

Tape 1. TALKING AND BOOKS: LANGUAGE IS THE KEY

Tape 2. TALKING AND PLAY: LANGUAGE IS THE KEY

LEARNING LANGUAGE AND LOVING IT. Toronto, Ontario: The Hanen Centre.

LEARNING LANGUAGE AND LOVING IT. 1991. VHS, 24 min.

This inside look at life in child care settings shows how the Hanen approach is used to promote interaction, language learning, and emergent literacy in young children.

LEARNING LANGUAGE AND LOVING IT: THE TEACHING TAPE. 2002. 2 VHS videocassettes, 220 min. total + user's guide + book **Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development in Early Childhood Settings.** 2nd ed. Elaine Weitzman and Janice Greenberg. 2002.

Strategies teachers use in play and daily activities to create enriched, interactive language-learning environments and interactions that include all children, those who have special needs and language delays and those who are developing typically.

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.

NOURISHING LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD. By Alice S. Honig. Produced by Davidson Films. Washington, DC: NAEYC, 1996. VHS, 31 min.

Alice Honig describes the development of language in infancy, toddlerhood, and the preschool years and details strategies through which caregivers can nurture this development in their early childhood programs.

PROMOTING LANGUAGE AND LITERACY. Barrington, IL: Magna Systems, 2003. VHS, 29 min. + workbook.

Shows caregivers of infants, toddlers, and two-year-olds using various techniques to follow the child in the beginning steps of language development and preparation for literacy.

SESAME STREET BEGINNINGS: LANGUAGE TO LITERACY. New York: CTW, 2000. VHS, 50 min. (24 min. English, 26 min. Spanish) + audiocassette + facilitator's guide + parents' guide.

Ways for parents and educators to use songs and activities to enhance language development in children birth to 3. A video features real parents and their children along with *Sesame Street* characters interacting with Baby Natasha and singing in English and Spanish. The audiotape features new and familiar songs. *Sesame Street* characters talk about the songs and how repetition and rhyming help kids learn language.

SPEECH AND LANGUAGE DELAYS: WHAT DO THEY MEAN FOR YOUR CHILD? Nashville, TN: Bill Wilkerson Center, 1993. VHS, 13 min.

This video outlines communication skill development during the first three years of childhood and provides general guidelines for assessing a child's speech and language development. Some possible causes for speech and language delays are discussed. The video also illustrates the process of seeking help for such delays. The roles of various professionals in the evaluation process, and possible treatment options are discussed. This video is closed-captioned.

SUCCESSFUL LANGUAGE DEVELOPMENT STRATEGIES IN THE EARLY CHILDHOOD CLASSROOM: FOR ENGLISH LANGUAGE LEARNERS AND NATIVE SPEAKERS. By Nancy Battista Morgan. Baldwin, NY: Educational Activities Video, 2003. VHS, 24 min. + 26-page guide in 3-ring binder.

Real-life footage from diverse early childhood programs is used to show teaching strategies that facilitate language and vocabulary skills of children in preschool through first grade—both English-language learners and native-speaking children—while honoring and celebrating each child's cultural background.

ENGLISH AS A SECOND LANGUAGE

ASSESSING AND FOSTERING THE DEVELOPMENT OF A FIRST AND A SECOND LANGUAGE IN EARLY CHILDHOOD. Sacramento, CA: California Dept of Education, 1998. 2 VHS, 30-min. videocassettes + training manual (162 p.) + resource guide (80 p.)

Materials to train preschool staff and parents to 1) use assessment to improve the curriculum in child development programs and 2) foster language development in children from diverse backgrounds.

Tape 1. OBSERVING PRESCHOOLERS: ASSESSING FIRST AND SECOND LANGUAGE DEVELOPMENT

Tape 2. TALKING WITH PRESCHOOLERS: STRATEGIES FOR PROMOTING FIRST AND SECOND LANGUAGE DEVELOPMENT

DEVELOPING THE YOUNG BILINGUAL LEARNER. Produced by RISE. Washington, DC: NAEYC, 199?. VHS, 22 min.

Today more and more children enter early childhood programs with home languages other than English. This video explores the importance of supporting children's home language while also helping them learn English, and it gives strategies for helping young children become bilingual learners.

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.

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.

ROSA AND MELANY: READING IN ENGLISH. New York: Bank Street College of Education, 1999. VHS, 15 min.

Shows a child who is both an emergent English language learner and an emergent reader. Focuses on the ways in which the child engages in literacy learning and the strategies the teacher uses to support this learning.

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.

STARTING POINTS. Beaverton, OR: Educational Productions. 3 VHS videocassettes, each with 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 tapes focus on small changes that make sense to teachers and seem possible to incorporate into their teaching.

Tape 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.

Tape 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.

Tape 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

KIDSIGN. By M. P. Fagan. Middleport, NY: 4 Kids Video, no date. 3 VHS, 30-min. videocassettes + vocabulary cards.

T.C., a big, cuddly, white teddy bear, teaches kids of all ages to use sign language. In each of the six 15-minute lessons, T.C. introduces new words and then combines them with phrases and simple sentences. Lots of repetition and time to practice.

Tape 1. FOOD/GAMES

Tape 2. ANIMALS/NATURE

Tape 3. HOME/VEHICLES

OH SEE, CAN YOU SAY? Lombard, IL: Eye Wonder Videos, Inc, 1993. VHS, 22 min. + vocabulary list.

This video picture dictionary of Sign Language demonstrates, in alphabetical order, signs for many words used in daily conversation.

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.

SIGN AND ABCS: A NEW WAY TO PLAY. Madison, WI: Aylmer Press, 1997. VHS, 50 min.

Two highly appealing professional actors teach the written, spoken, and American Sign Language alphabets, plus signs for 88 words. They introduce a new game – finger spelling – and sign along to the Alphabet Song. **(For home use only.)**

SIGN ME A STORY. By Linda Bove. New York: Random House, 1987. VHS, 31 min.

Introduces children to American Sign Language through simple fairy tales signed by actors. Includes Little Red Riding Hood and Goldilocks and the Three Bears.

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. VHS or **DVD**, color, 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. 2 VHS videocassettes (Instructional tape + Vocabulary tape) or 1 **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.

See the list titled Children with Special Needs for videos about teaching American Sign Language to deaf children, their families, and other caregivers.

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