

## QUICK BEHAVIOUR LOCATOR

**Interest in communication****I want to help a child TO ...**

- develop interest in oral communication ..... C4-4 - C4-5
- develop interest in written communication ..... C4-4 - C4-5
- develop interest in communication and information technologies ..... C4-6 - C4-7

**More specifically, I want to help a child WHO ...**

- often appears to be inattentive in small and/or large group activities/discussions ..... C4-6 - C4-7
- never looks at the speaker when spoken to by an adult and/or peer ..... C4-6 - C4-7
- rarely responds verbally when spoken to by an adult and/or peer ..... C4-8 - C4-9
- often talks over while being spoken to ..... C4-8 - C4-9
- appears to be disengaged during classroom discussions ..... C4-8 - C4-9
- appears to be disengaged during classroom activities ..... C4-10 - C4-11
- shows no interest in exploring print ..... C4-10 - C4-11
- appears to be disengaged during story time ..... C4-10 - C4-11

**Demonstration of understanding of the message****I want to help a child TO ...**

- develop an understanding of oral communication ..... C4-12 - C4-13
- develop an understanding of written communication ..... C4-14 - C4-15

**More specifically, I want to help a child WHO ...**

- does not recognise his/her own name ..... C4-14 - C4-15

**Production of messages****I want to help a child TO ...**

- produce oral messages ..... C4-16 - C4-17

**More specifically, I want to help a child WHO ...**

- rarely expresses himself/herself verbally or engages in conversations ..... C4-18 - C4-19
- chooses not to speak ..... C4-18 - C4-19
- produces incomprehensible words ..... C4-18 - C4-19
- produces incomprehensible sentences ..... C4-20 - C4-21

**I want to help a child TO ...**

- produce written messages ..... C4-20 - C4-21
- copy/write his/her name ..... C4-20 - C4-21
- discriminate between letters, numbers and shapes ..... C4-22 - C4-23
- identify some letters by their name ..... C4-22 - C4-23
- make letter and sound connections by identifying a few letter sounds ..... C4-22 - C4-23
- identify syllables in a word ..... C4-24 - C4-25
- move from scribbling to using letters or numbers ..... C4-24 - C4-25
- produce multimedia messages ..... C4-24 - C4-25

---

## Developmental Profile

In preschool education, children learn to pay attention to messages addressed to them, to better express their thoughts and to follow the rules of communication. They discover the pleasure of playing with the words and sounds of language; they create wordplay, poems, stories or nursery rhymes. Through continual exposure to children's literature and other material, they take pleasure in reading behaviour, become receptive to culture and gradually make connections between oral and written language. They discover that the written word is an object of pleasure, research, communication and learning. To satisfy their need to communicate, they explore with various forms of spontaneous writing behavior. (QEP, 60).

## Outcomes at the End of Preschool Education

At the end of preschool education, the children are able to express and explain themselves so as to be understood by other children and adults. They are able to listen to questions or instructions and to respond appropriately. They react positively to activities involving their language skills, specifically in the areas of reading and writing. They have been introduced to the various forms and functions of language and they adapt them to different communication situations. (QEP, 61).

**This icon indicates that there are targeted related resources you can consult in the corresponding Resource Documents available on line.**

This document and all its related resources are available on LEARN at  
[www.learnquebec.ca/special-needs-in-k](http://www.learnquebec.ca/special-needs-in-k)



**Evaluation Criteria:****Interest in communication**

In order to encourage the children to show interest in communication, I need to provide ample opportunity

- to show interest in communication.
- to start and maintain a conversation.
- to adhere to the subject of a conversation.
- to imitate reading and writing behaviours.
- to show interest in information and communications technologies.

**Kindergarten exit profile**

Over the course of the year, the children are placed in many situations that show them a variety of ways to communicate, both verbally and in writing. The children are given time and opportunity to practice and to apply their verbal and written communication skills in meaningful and purposeful contexts in order to learn to express and explain themselves orally or through diagrams, pictures and/or print. By being introduced to the different genres of literature, they come to understand the many purposes of printed text and will try to imitate or copy its form.

For instance, by the end of the year, the children can be observed:

- initiating conversations with peers and adults
- participating in small or large group conversations
- listening in on another conversation
- asking a peer to speak up if they cannot hear
- viewing books for pleasure
- listening to stories attentively
- using pictures or diagrams to communicate an idea
- making books
- writing or imitating writing
- asking what is written
- asking how to write something

**If I want to help a child TO**

**develop interest in oral communication, for example:**

- spontaneously tell a story/experience
- ask questions
- develop listening skills such as looking at the person who is speaking and waiting to speak in turn
- make personal connections to what is said
- respond to the speaker nonverbally or verbally
- initiate conversations with peers and adults

**First I would consider ...**

- What do I know about language development?
- Does my classroom provide an environment in which communication is valued and promoted?
- Is the child a second language learner?

**If I want to help a child TO**

**develop interest in written communication, for example:**

- view books for pleasure, either print or electronic
- listen to stories attentively
- use pictures, graphs, charts or diagrams to communicate an idea
- make books
- read or pretend to read messages, notes, books, etc.
- ask what is written/inquire about text
- write or imitate writing
- ask how to write something

**First I would consider ...**

- How much experience do the children have with print?
- Do I have a print-rich environment?
- Do I model print in a variety of purposeful situations?
- Do I provide the children ample opportunity to explore print in a variety of open-ended ways on a daily basis?
- Do my classroom practices provoke interest in print?
- Do I provide a variety of authentic and purposeful contexts to engage the children in print?
- Do I integrate print in the learning centres?

---

---

---

---

---

---

---

---

### Then I could try to:

- provide opportunities for the children to share, express, present ideas and thoughts in both formal and informal settings.
- provide many and varied opportunities for the children to talk among themselves in **informal** situations: snack time, lunch, free play, centers, etc.
- provide many and varied opportunities for the children to talk among themselves in **formal** situations: show and tell, problem solving, group games, etc.
- sing, use chants, poems, silly rhymes throughout the day.
- ask open-ended questions: How do you know that? What happened? Why do you think...?
- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her.

### Then I could try to:

- provide a variety of print materials that are of interest to the children, for example, stories books, magazines, maps, joke books, picture dictionaries, etc.
- provide materials in a variety of media, including electronic media.
- provide a rich variety of writing tools and materials that change throughout the year to sustain interest.
- ensure that materials are freely accessible.
- present materials and tools in learning contexts that invite children to experiment and explore freely and creatively.
- provide writing opportunities in the different learning/play centers, such as the construction center, the kitchen/house center, etc.
- take advantage of every day authentic contexts in order to engage in purposeful writing, for example, "Write me a message not to forget [...], "Please take attendance for me", "Write a note in your agenda to tell mummy you don't like carrots."
- build process lists with the children throughout the year.
- capitalize on activities/games using the children's first name.
- select a wide variety of book genres and display them in an attractive, contextualized manner.
- use many and varied opportunities for the children to make and read their own books.

**If I want to help a child TO**

**develop interest in communication and information technologies, for example:**

- use a computer, tablet or interactive white board to communicate
- explore the computer, tablet or interactive white board
- use listening materials in the media centre

**First I would consider ...**

- Is technology available in my class?
- Do I provide opportunities for my students to use it on their own?

**If I want to help a child WHO**

**often appears to be inattentive in small and or large groups activities/discussions**

**First I would consider ...**

- Is the child a second language learner?
- At what time of the year am I observing this behaviour?
- Is the task age appropriate for the child at this time of year?
- Is the activity in question too long for the child (at this time)?
- When do I see this happening? Do I see a pattern over a period of time?
- Am I engaging the child directly or am I mostly addressing the group?

**If I want to help a child WHO**

**never looks at the speaker when spoken to by an adult and/or peer**

**First I would consider ...**

- Has the child's hearing been checked?
- Have I modelled and provided the children opportunities to practice good communication skills such as looking at the person speaking to you and looking at the person to whom you are speaking?
- Might there be a cultural issue, for example, is looking at a person seen as being impolite?
- Do I see the same behaviour when the child is interacting with his/her parents?
- Is the child simply very shy?

### **Then I could try to:**

- scaffold their exploration of a program or tool.
- provide visual cues to help them navigate on their own.
- name one or more experts that children can go to for help.
- integrate technology tools into my daily routines, for example, use a tablet for students to get the weather of the day, use the IWB for students to take attendance, have students email messages or pictures to parents, upload pictures to the class web page/blog, use electronic portfolios to document progress over time and allow children to place things in their portfolio themselves.
- model a variety of ways to use technology to complete tasks such as taking pictures of 3D student creations for the portfolio, communicating by email, posting pictures on the class blog, creating electronic postcards, using an electronic microscope, etc.

### **Then I could try to:**

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- have the child sit close to me.
- directly engage the child by using his/her name.
- have the child restate the task at hand to the group.
- give child a small responsibility such as "Johnny, can you count the number of people who would like a paper?"
- ensure there is always a balance between listening and active physical participation. Keep directions and discussions short.
- use visual cues to support the message.

### **Then I could try to:**

- build criteria charts for such things as "A Good Listener" and "A Good Speaker".
- provide opportunities for the students to practice good communication skills: looking while speaking or listening, speaking in turn, etc.
- use role play.
- provide visual aids and refer to them as reminders.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with the school's speech and language pathologist or other professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

**If I want to help a child WHO**

rarely responds verbally when spoken to by an adult and/or peer

**First I would consider ...**

- Does this occur only with me or with everyone in the class?
- Are there situations in which the child will speak to me or to other children?
- Are there medical reasons that may be contributing to the behaviour, for example, inner ear, sight, hearing, other physical conditions?
- Does the child have a language delay?
- Might the child be selectively mute?
- Is the child attentive to conversations or messages?
- Is the child simply very shy?
- Does the child otherwise interact with other children during play, albeit non-verbally?
- Are there times of day or situations in which I could "capture" the child responding, for example, in more informal settings such morning entry, free play, snack, recess?

**If I want to help a child WHO**

often talks over while being spoken to

**First I would consider ...**

- In what contexts do I see this happening? Large group activities? Interactions with peers? Interaction with an adult?
- Could there be a hearing problem?
- Have I discussed and brainstormed with the students the behaviours of a good listener?
- Have I discussed and brainstormed with the students the behaviours of a good speaker?

**If I want to help a child WHO**

appears to be disengaged during classroom discussions

**First I would consider ...**

- Is the child a second language learner?
- Is the topic age appropriate?
- Is the discussion too long to keep attention?
- Do the children have any firsthand experience with the topic?
- How active are the children during the activity/discussion? Am I doing most of the talking?
- How could I engage the child during a given activity/discussion



### **Then I could try to:**

- find occasions to observe the child in a variety of situations to see whether he/she engages with other children.
- observe the child interacting with parents.
- contact the parents to determine whether they can shed some light on the situation, for example, language development history, possible medical issues, or whether the child is choosing not to speak outside the home (selective mute).
- focus on simple sentence structures using stories, rhymes, simple pattern books if there is a language delay.
- have the child repeat after you.
- model simple phrases and sentences.
- avoid putting the child on the spot.
- favour one on one situations with the shy child. Allow the child to respond with gestures and later encourage simple one-word responses: yes, no, etc.
- find occasions to integrate yourself into his/her play situations, as a playmate, not teacher.
- allow the child to communicate in other ways: draw, point, write, use gestures.
- pair the child with another whose personality is compatible.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with the school's speech and language pathologist or other professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

### **Then I could try to:**

- play games which require taking turns, starting with pairs to avoid long waits.
- help the children practice waiting their turn by using an object that signals when it is their turn to speak, for example, a talking stick, a ball, a microphone, etc.
- avoid long waiting periods for that child when possible.
- with the children, build criteria charts for such things as "A Good Listener" and "A Good Speaker". Give the children opportunities to practice.
- role play situations or stories to provide structured practice.
- give a visual signal when the child talks out of turn to draw the child's attention to the behaviour.

### **Then I could try to:**

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- keep discussions short, as well as age appropriate.
- limit large group discussions in favour of smaller group interactions.
- focus the discussion by providing a concrete goal such as "Can you think of 3 ways to [...]?", "Can you think of games to play at recess?"
- engage children by using a Pair & Share strategy to generate ideas.
- have the child sit close to me.
- directly engage the child by using his/her name.
- prompt the child and then provide ample time for the child to think before coming back to him/her for an answer/response.

**If I want to help a child WHO**  
appears to be disengaged during classroom activities

**First I would consider ...**

- Are there too many steps involved?
- Have I provided sufficient scaffolding?
- Is the activity meaningful for the child?
- Do the children have the necessary skill set to carry out the activity?
- Does the child have prior experience with the tools and materials?
- Is there too much waiting time involved in the activity? Can I structure it differently?

**If I want to help a child WHO**  
shows no interest in exploring print

**First I would consider ...**

- How much experience does the child have with print?
- Do I have a print-rich environment in my class?
- Have I provided the child ample opportunity to explore print in a variety of open-ended ways on a daily basis?
- Have I modelled print in a variety of purposeful situations?
- Have I provided authentic and purposeful contexts to engage the child in print?

**If I want to help a child WHO**  
appears to be disengaged during story time

**First I would consider ...**

- Is the child a second language learner?
- Is the story too complex at this point in time? Is the vocabulary too advanced?
- Are there rich illustrations that support the text?
- What experience has the child had with books? Has he/she learned to make meaning from the illustrations, etc?
- Do I engage children actively throughout the read by asking open-ended questions or by having them participate when there are repetitive patterns for example?
- Can all the children see the book?
- How could I read a story or speak to the group in a way that would keep the child engaged?

### **Then I could try to:**

- simplify the activity then model and demonstrate each step.
- provide pictograms to support each step of a process.
- break up the process over a few days.
- provide opportunities for the children to explore and experiment with the required tools and materials before using them in a structured context.
- make sure children have had ample opportunity to practice skills required for this task prior to the task or activity
- pair the child with a partner.

### **Then I could try to:**

- select a wide variety of book genres and display them in an attractive, contextualized manner.
- provide a variety of print materials that are of interest to the child, for example, stories books, magazines, maps, joke books, picture dictionaries, etc.
- provide materials in a variety of media, including electronic media.
- provide a rich variety of writing tools and materials that change throughout the year to sustain interest.
- present materials and tools in learning contexts that invite children to experiment and explore freely and creatively.
- take advantage of every day authentic contexts in order to engage in purposeful writing, for example, "Write me a message not to forget [...]", "Please take attendance for me", "Write a note in your agenda to tell mummy you don't like carrots".
- use many and varied opportunities for the children to make and read their own books.
- build process lists with the children throughout the year.
- capitalize on activities/games using the children's first name.

### **Then I could try to:**

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- select stories that are of interest to the children.
- select books that have quality illustrations, repetition and rhyme.
- read and re-read books so the children can become familiar with the book.
- invite the children to anticipate or comment on the story based on the illustrations or the text.
- have the child sit close to me while I'm reading.
- engage the child by using his/her name or non verbally, by looking at him/her.
- work with the child one-on-one to model pre-reading strategies.

**Evaluation Criteria:****Demonstration of understanding of the message**

In order to encourage the children to show understanding of a message, I need to provide ample opportunity

- to understand a message.
- to pay attention to the message.
- to take into account concepts related to time, space and quantity.
- to express his/her understanding of information received.
- to make connections between speech and writing, and recognize the value of writing.
- to explore the concepts, conventions and symbols of written language and the computer environment.

**Kindergarten exit profile**

Over the course of the year, the children participate in many activities and situations that foster the development of their listening and comprehension skills. Using auditory and visual skills to interpret verbal and non-verbal messages is key to understanding others and responding appropriately. Paying attention to the message and looking at the speaker are strategies that are practiced and reinforced all year long. Children are also placed in situations in which they are introduced to messages given by musicians, artists, scientists, mathematicians and authors. Through music, paintings, sculptures, graphs, diagrams, maps, and illustrations, children are introduced to different strategies that assist them in interpreting a variety of messages for meaning.

For instance, by the end of the year, the children can be observed:

- participating in a conversation and staying on topic
- responding to the topic by reacting non-verbally, for example, nodding, shaking head, pointing
- reading the morning message
- using illustrations to retell a story
- interpreting graphs, charts, simple maps, diagrams
- understanding the message in pictograms, logos, symbols, or computer icons
- recognizing some letters and numbers
- associating some letters with their sounds
- recognizing their own name in writing
- recognizing some words in writing

**If I want to help a child TO**

**develop an understanding of oral communication, for example:**

- respond to the topic by reacting nonverbally: nod, shake head, point, etc.
- participate in a conversation and stay on topic
- respond to the topic by relating a similar experience
- respond to the topic by asking a question
- follow a simple instruction
- follows multi-stepped instructions: morning routine, activity instructions, etc.

**First I would consider ...**

- Do I provide opportunities for the children to be active listeners?
- Are the children second language learners?
- Is the topic interesting for the children?
- Could the pace be too fast?
- Do the children appear to understand better in some situations than in others: one-on-one, small group, peer-to-peer?
- In giving instructions, might there be too many? Could I provide visual support to illustrate the steps or instructions?
- Could there be language delays?

---

---

---

---

---

---

---

---

---

---

**Then I could try to:**

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN’s second language resources for preschool education.
- let myself be guided by the children’s current interests and questions to create and implement rich learning experiences.
- slow the pace down by making sure children talk in turn, periodically summarizing or taking notes on chart paper as they speak.
- engage a child whose comprehension is impeded by large group settings personally by asking direct questions, rephrasing, using his/her name. Provide a responsibility to make him/her an active participant.
- limit instructions to a 3-step process and use pictograms to support it. If need be, provide a child who needs it with one instruction at a time.
- build a list of strategies to help children learn to converse in a group, for example, “When I want to say something, I can: 1- raise my hand; 2- say ‘Excuse me’; 3- wait until the person has finished speaking”.

**If I want to help a child TO**

**develop an understanding of written communication, for example:**

- simulate reading a message
- use illustrations to read/retell a story
- make predictions
- recite familiar patterns of speech from predictable texts such as rhymes, repetitions, etc.
- view a book sequentially from the beginning
- attempt to track print from left to right
- understand the message in pictograms, logos, symbols, or computer icons
- interpret graphs, charts, simple maps, diagrams
- ask an adult or peers to scribe a message
- recognise some letters of the alphabet
- recognise some numbers
- associate some letters with their sounds
- recognise own name in writing
- recognise some words in writing

**First I would consider ...**

- Are the children second language learners?
- What prior experience do the children have with the given medium of communication (book, chart, painting, song, etc.)?
- Have I provided exposure to a variety of mediums of communication?
- Have I modeled different strategies to interpret for meaning?

**If I want to help a child WHO**

**does not recognise his/her own name**

**First I would consider ...**

- Does the child understand that print has meaning, i.e. that text is different from pictures?
- Does he/she distinguish letters, numbers, shapes, i.e. understand that letters are used for words, numbers are used for counting?
- Does the child recognise the first letter of his/her name?
- Has the child been exposed to his/her name in a variety of contexts?
- How long is the child's name?
- Are there opportunities for the child to see and recognise his/her name in the classroom environment?
- Has there been ample opportunity for the child to explore, manipulate, play, build with the letters of his/her name.

### **Then I could try to:**

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- ensure I have a print-rich classroom and regularly use a variety of means of communication, for example, books, paper and electronic, charts, painting, singing, miming, etc.
- introduce and model pre-reading strategies one at a time, for example, how to read a book, how to use the visual cues on the cover page to predict what a book is about, etc. Provide lots of opportunities for students to practice them.
- provide opportunities for children to re-tell stories, to use charts to collect information and to interpret it, to look for patterns, to take attendance, etc.
- work on visual discrimination skills such as grouping, sorting, classifying. Complexify the activities by moving from 1 attribute to 2 in a variety of situations.

### **Then I could try to:**

- make reference to the illustrations and the words the author wrote when reading to the children.
- provide many opportunities for the child to scribe.
- work on visual discrimination skills such as grouping, sorting, classifying. Complexify the activities by moving from 1 attribute to 2 in a variety of situations.
- provide games and activities to help children distinguish between shape, number and letter, to recognise and use them in authentic learning contexts.
- take advantage of everyday authentic contexts in order to engage in purposeful writing, for example, "Write me a message not to forget [...]", "Please take attendance for me", "Write a note in your agenda to tell mummy you don't like carrots".
- use many and varied opportunities for the children to make and read their own books.
- build process lists with the children throughout the year.
- focus on the first letter of the children's name in a variety of meaningful learning contexts and activities, for example, have the children locate the first letter of their name in any kind of available print, have the children write the 1st letter of their name whenever possible using different media, mediums and tools.
- make sure the children have access to their name tags at all times.
- work with individual letters of their name and have children verbally describe what the letter reminds them, for example, A looks like a mountain, C looks like a cookie with a bite.
- provide ample opportunity for the child to learn and process the letters of his/her name in sequential order using a variety of materials, mediums and contexts.
- provide many opportunities for the children to practice copying their name in authentic learning contexts: morning sign-in, signing work, surveys, votes, etc.
- provide the children with many opportunities to sign their name and to use it in meaningful activities: signing for attendance, identifying an idea, selecting an activity, etc.
- create a writing center and include a variety of writing tools and materials that will stimulate and engage children.
- provide many opportunities for them to play with the sound/letters of their names during transitions: "If your name starts with M MMMM (or with the letter M) you can go [...]"
- provide opportunities for the children to build letters in a variety of ways: with their body, big blocks, popsicle sticks, plasticine, etc.

**Evaluation Criteria:****Production of messages.**

In order to encourage the children to produce a message, I need to provide ample opportunity

- to produce a message.
- to organize his/her ideas.
- to use appropriate vocabulary.
- to explore the sound aspect of language through wordplay.
- to explore different forms of spontaneous writing.
- to use information and communications technologies.

**Kindergarten exit profile**

Over the course of the year, the children are exposed to a variety of ways of expressing themselves through verbal and written communication. Throughout the year, they develop effective oral and written communication skills and they are given many opportunities to practice and apply them in meaningful and purposeful contexts.

For instance, by the end of the year, the children can be observed:

- participating in conversations with peers and/or adults
- speaking clearly
- producing clear messages
- communicating thoughts and ideas in an organized manner
- adjusting speech to audience and to the learning context
- using pictograms or pictures to communicate an idea
- imitating writing
- copying print from the environment
- encoding, i.e. sounding out the letters when trying to write
- creating maps, diagrams, charts or graphs to communicate information
- using numbers and/or letters

**If I want to help a child TO**

**produce oral messages,  
for example:**

- use gestures to communicate
- use two to three word phrases
- use complete sentences
- use appropriate pronouns and tenses when speaking
- use appropriate vocabulary
- participate in conversations with peers and/or adults
- speak clearly
- produce clear messages
- communicate ideas in an organised manner
- adjust speech to audience and situations: adult, peers, role play, formal, informal

**First I would consider ...**

- What do I know about language development?
- Are the children second language learners?
- Does my classroom provide an environment in which communication is valued and promoted?
- Could a child simply be very shy?
- Could there be a language delay?





**If I want to help a child WHO**

rarely expresses himself/herself verbally or engages in conversations

**First I would consider ...**

- Does this occur only with me or with everyone in the class?
- Are there medical reasons that may be contributing to the behaviour: sight, hearing, other physical conditions?
- Could there be a language delay?
- Does the child otherwise interact with other children during play, albeit non-verbally?
- Are there any situations in which the child will speak to me or other children?
- Is the child simply very shy?
- Can the child communicate in other ways: draw, use gestures, point, write?

**If I want to help a child WHO**

chooses not to speak

**First I would consider ...**

- Does the child speak at home?
- Have I observed this behaviour in a variety of situations and at different times?
- Will the child respond non-verbally when addressed?

**If I want to help a child WHO**

produces incomprehensible words

**First I would consider ...**

- What is the child's mother tongue? Could this be influencing their articulation in their 2nd/3rd language?
- Does the child have difficulty in pronouncing words in mother tongue?
- Have the parents consulted with the child's paediatrician?

### **Then I could try to:**

- find occasions to observe the child in a variety of situations to see whether he/she engages with other children.
- observe the child interacting with parents, whenever possible.
- contact the parents to determine whether they can shed some light on the situation, for example, language development history and possible medical issues.
- focus on simple sentence structures through stories, rhymes, or simple pattern books if there is a language delay.
- model simple phrases.
- have the child repeat after you.
- avoid putting a shy child on the spot. Favour one-on-one situations. Allow him/her to respond with gestures and later encourage simple one word responses: yes, no, etc.
- give the child who has a language delay ample time to think about how to respond to a question or in a discussion: "Johnny, in a minute I am going to ask you who is your favourite character in the story."
- make room in my schedule to spend time with a shy child. Developing a trusting relationship is essential.
- do not put the child in question on the spot in front of the group. Provide one on one time to share ideas.
- find occasions to integrate myself into his/her play situations as a playmate not a teacher.
- pair the child with another whose personality is compatible.
- allow the child to communicate in other ways: draw, point, write, use gestures.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with the school's speech and language pathologist or other. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

### **Then I could try to:**

- contact the parents to determine whether they can shed some light on the situation, for example, does the child speak at home.
- ask the parents of the child who does speak at home to record something (a show and tell, reading or telling a story, etc.) that will be shared in the classroom.
- encourage/allow the child to communicate in other ways: draw, point, write, use gestures.
- make clear to the child who chooses not to speak that I expect him/her to be an active participant in classroom activities.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with the school's speech and language pathologist or other. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

### **Then I could try to:**

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- contact the parents to determine whether they can shed some light on the situation, for example, are there medical reasons, a second language issue, etc.
- speak slowly and articulate well for the second language learner.
- refrain from asking a child to repeat more than twice.
- ask the child to "Show me" using gestures, pictures, pointing, etc.
- provide pictograms and other visual cues in the classroom that the child can refer to.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with the school's speech and language pathologist or other. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

### If I want to help a child WHO produces incomprehensible sentences

#### First I would consider ...

- What is the child's mother tongue? Could this be influencing sentence structures?
- Does the child have sentence structure issues in mother tongue?
- Have the parents consulted with the child's paediatrician?

### If I want to help a child TO

produce written messages, for example:

- use pictures or pictograms to communicate an idea
- imitate writing
- produce letter-like or number-like forms to represent writing
- ask adult or peer to scribe a message
- copy print from the environment
- encode. i.e. sounds out the letters, when trying to write
- copy or write own name
- ask how to spell words
- use initial consonant to represent a word (invented spelling)
- use initial and final consonant to represent a word (invented spelling)
- use initial, final consonant and middle vowel (invented spelling)
- mimic different types of writing (letters, notes, lists, stories, etc.)
- create a map, diagram, chart or graph to communicate

#### First I would consider ...

- What do I know about the stages of development in emergent literacy?
- Could there be an eye-hand coordination issue?
- How well are the children's fine motor skills developed?
- How much experience do the children have with the writing tools and materials?
- Have I explored with the children the different strategies they can use to produce a written message, for example, draw, use random letters, copy a word, use initial sound, scribble, etc?
- Have I explored with the children different ways of creating a written message, for example, drawing, using symbols, charts, etc?
- Am I creating a play-based classroom environment conducive to fostering a love of writing?
- Do I know why a child may be reluctant to write? How does the child view writing? How does the child view himself/herself as a writer?

### If I want to help a child TO copy/write his/her name

#### First I would consider ...

- What do I know about the stages of development in emergent literacy?
- Have the children been exposed to their name prior to entering Kindergarten?
- Am I providing ample and varied opportunities for the children to play with the letters of their name?
- How well are the children's fine motor skills developed?
- Could there be eye-hand coordination issues?

### Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- provide ample opportunity for the child to hear the new (2nd/3rd) language as often as possible.
- model good language, i.e. clear, appropriate, with proper syntax and grammar.
- refrain from asking a child to repeat more than twice.
- provide pictograms and other visual cues in the classroom that the child can refer to.
- contact the parents to see whether they can shed some light on the situation, for example, are there medical reasons, a second language issue, etc.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with the school's speech and language pathologist or other. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

### Then I could try to:

- refer to **Competency 1: Executes various gross motor movements, Executes various fine motor movements, Uses tools and materials effectively**, if a motor or eye-hand coordination issue is suspected.
- engage the children in short meaningful writing situations in which writing is used as a means to an end, not a focus, and where they are encouraged to use any strategy they can in order to produce their message, for example, writing in their agenda to tell mom that they had a great day, the morning sign-in, signing up for a center or game, reflecting on a production, etc.
- focus on initial consonants in words, to begin with.
- provide games and activities that will help the children develop the concept of word.
- provide games and activities that will help children break a word down into the isolated phonemes.
- begin with small words such as cat, sun or day, and respect invented spelling attempts, for instance Cat may be Kat, or Day maybe Da.
- invite children, whenever possible as situations arise throughout the day, to help you write a message such as writing a note to the other kindergarten teacher asking if she has any green paper to lend.
- provide writing materials and tools in the centers during free play to extend the play experience, for example, a note pad in the kitchen area, post-its in the doctor's kit, order forms in the construction center, etc.
- over time, create a "Different ways of writing" list exploring different tricks to use to communicate such as drawing, making squiggles, using shapes, letters and numbers, writing some letters, copying, sounding-it out. Use the children's samples to introduce their tricks and solutions.
- support the children's self-image as writers by promoting a variety of ways to produce written messages which they are able to use.

### Then I could try to:

- use games, activities and books that will help children develop their visual discrimination skills.
- provide many opportunities for children to practice copying their name in authentic learning contexts, for example, the morning sign-in, signing up for a center or game, signing a production, etc..
- focus on the first letter of their name. Introduce the others one at a time as they progress.
- create games and activities using children's names using a variety of materials in many different contexts.
- create a writing center and include a variety of writing tools and materials that will stimulate and engage children.
- make sure the children have access to their name tags at all times.
- provide their name in a dotted line template, and have them trace over the dots with a finger, a thick marker or a pencil, according to their level of fine motor control.
- refer to **Competency 1: Executes various gross motor movements, Executes various fine motor movements, Uses tools and materials effectively**, if a motor or eye-hand coordination issue is suspected.

**If I want to help a child TO**  
discriminate between letter, numbers and shapes

**First I would consider ...**

- What do I know about the stages of development in emergent literacy?
- Do I provide opportunities for the children to play visual discrimination games?
- Am I giving enough opportunity for the children to explore and manipulate letters, numbers, colours, shapes?
- Do I provide games and activities that will help children distinguish between letters, numbers, colours and shapes?
- Do I give the children enough time to process concepts before asking them to apply them?

**If I want to help a child TO**  
identify some letters by their name

**First I would consider ...**

- What do I know about the stages of development in emergent literacy?
- Can the child discriminate between a shape, a letter and a number?
- Do I provide opportunities for the children to play visual discrimination games?
- Am I giving enough time to play with a given letter in different contexts?
- Can they use other strategies to identify the letter, for instance, "It's the letter in Sara's name"?
- Can they identify the letter sound?

**If I want to help a child TO**  
make letter and sound connections by  
identifying a few letter sounds

**First I would consider ...**

- What do I know about the stages of development in emergent literacy?
- Could there be a hearing problem?
- What are the children's mother tongue?
- Am I giving enough time to play with a given letter in different contexts?
- Have I focused on the letters that are most meaningful to the children, i.e. the letters of their name?

### **Then I could try to:**

- work on visual discrimination skills such as grouping, sorting, classifying. Complexify the activities by moving from 1 attribute to 2 in a variety of situations.
- provide exposure through games and hands-on activities to help children distinguish between shape, number and letter, and to recognise and use them in authentic learning contexts.

### **Then I could try to:**

- continue to provide a language rich environment if they can already identify a few letters. They are on target.
- work on visual discrimination skills such as grouping, sorting, classifying. Complexify the activities by moving from 1 attribute to 2 in a variety of situations.
- provide games and activities to help children distinguish between shape, number and letter, and to recognise and use them in authentic learning contexts.
- have children tell me what a letter reminds them of in order to help them construct their own representations as we work with individual letters, for example, A - looks like a mountain, C - looks like a cookie with a bite.
- play fun and physically active sound games, for example, ask the children to scavenge the room for objects that begin with a given sound to give to a "creature/monster" (a decorated box). The creature accepts or rejects the object accordingly.
- explore letters playfully throughout the day and in a variety of contexts over several days.

### **Then I could try to:**

- continue to provide a language rich environment if they can already identify a few letters. They are on target.
- observe a child in a variety of contexts and bring my observations to the parents if I suspect a hearing problem.
- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her. Refer to LEARN's second language resources for preschool education.
- talk about the letters and their sounds in the context of reading.
- explore letters playfully throughout the day and in a variety of contexts over several days.
- bring out the sounds and letters that are in the children's names to make learning activities involving language meaningful for them.
- associate the sound of a letter with an action that can be used to identify the sound as I work with individual letters, for example, associate the SSSS sound to the movement of a Snake.
- use every opportunity during the day to play with the initial letter of the children's name, for example, during line-up time, call the children by using the initial sound or the initial letter of their name.
- play fun and physically active sound games, for example, ask the children to scavenge the room for objects that begin with a given sound to give to a "creature/monster" (a decorated box). The creature accepts or rejects the object accordingly.
- use games that involve sensory experiences to play with the sounds of letters, for example, hide objects that begin with a given letter in a large container filled with sand, Styrofoam packing, or pebbles then ask the children to dig them out one at a time and try to guess the letter of the day.
- create activities in which they build the letters of their name in a variety of materials, textures, sizes, etc.

**If I want to help a child TO**  
identify syllables in a word

**First I would consider ...**

- Do the children understand the concept of word?
- Have the children developed one-to-one word correspondence?
- Have I introduced games, activities and songs that support the concept of syllable?

**If I want to help a child TO**  
move from scribbling to using  
letters or numbers

**First I would consider ...**

- What do I know about the stages of development in emergent literacy?
- Could this be a fine motor issue?
- Could this be an eye-hand coordination issue?
- How much experience have the children had with drawing, colouring, and seeing writing?
- Do the children understand that scribbling (print) is different from drawing?
- In what contexts are the children scribbling: free play vs. instructional activities?
- Are they writing/scribbling with intention?

**If I want to help a child TO**  
produce multimedia messages,  
for example:

- with help, explore different media tools to produce messages
- record voice (cassette, computer, smart phone/tablet apps)
- record video or takes pictures (camera, smart phone/tablet apps)
- use the interactive white board
- create pictures (scanner, draw programs, tablet apps)
- create books, posters, postcards, etc. using scanner, printer, draw programs, tablet apps
- produce and send messages electronically using scanner, draw programs, tablet apps, email

**First I would consider ...**

- Do I make technology such as a camera, white board, computer, tablet, etc. available to the children in my class?
- Do I integrate technology in my daily practices?
- Do I create opportunities to model how and why to use various programs or tablet apps by integrating them in classroom activities?



### Then I could try to:

- introduce games and activities that support the development of word and one-to-one correspondence.
- model one-to-one word matching by pointing to the words while reading.
- have the children create and read their own one-word theme related books such as alphabet, animals, seasons, etc.
- play musical clapping games and rhythmic activities.
- include a lot of songs, poems, chants that are rhythmic by nature to develop a sense of rhythm and beat.
- have the children clap/stomp to songs and chants.
- play with the children's names (clap to the syllables of their name).
- have the children use a percussion instrument to tap the syllables of their names.
- create a variety of syllable-related activities such as graphing names by the number of syllables found in each name.

### Then I could try to:

- highlight the difference between illustration and text when reading if the concept of print is not yet developed.
- focus on initial sounds of words.
- continue exposing children to print in a variety of contexts.
- constantly model print in a variety of situations with the children, for example, make lists, write reminders in their agenda, write invitations and thank-you notes.
- use many and varied opportunities for the children to make and read their own books.
- refer to **Competency 1: Executes various gross motor movements, Executes various fine motor movements, Uses tools and materials effectively**, if a motor or eye-hand coordination issue is suspected.
- ask a child what his/her drawing is about and scribe his/her response.
- ask what a child has written when he/she is scribing and, if in a structured activity, scribe the answer.

### Then I could try to:

- contact my RÉCIT board consultant for help and recommendations.
- plan doing at least one aspect of an activity using technology.
- use the IWB during morning routine, for example, taking attendance, finding the weather, taking a vote, writing the morning message.
- provide many opportunities for the children to manipulate the technology themselves by making it available.
- model how the technology can be used and encourage the children to use it, for example, taking pictures of their constructions to put into their portfolios, re-reading an interactive book on the tablet, etc.
- create projects or activities that allow the use of technology for a purpose, for example, build and program robots with WeDo legos, create postcards on the tablet to send home, etc.