



Facilitator's Guide

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Video

Accompanying video for *Supporting Older Toddlers' Learning* can be streamed at http://resourcesforearlylearning.org/educators_pd/.

"Supporting Older Toddlers' Learning" (07:47)

Segment 1: "Engage Children in Conversations that Go Beyond the Here and Now" (0:36–2:53)

Segment 2: "Help All Children Participate in Language-Building Conversations" (2:53–5:28)

Segment 3: "Use Math Talk Throughout the Day" (5:28–7:47)

Introduction

This professional development module is designed to help you lead educators in using best practices to support older toddlers' learning. It is one of several modules developed for early childhood educators by the Department of Early Education and Care of the Commonwealth of Massachusetts. For more information about this professional development module, visit http://resourcesforearlylearning.org/educators_pd/.

About this Guide

This Facilitator's Guide provides instructions and narrative for delivering a video-based training for early childhood educators. You'll find an agenda, learning goals, preparation suggestions, talking points, activities, and handouts. You'll also find general tips and resources to help you facilitate the training. Use these materials with the accompanying video to lead family child care and center-based educators in an engaging, content-rich training.

Note: To view the video referenced in this guide, go to http://resourcesforearlylearning.org/educators_pd/. Select *Supporting Older Toddlers' Learning*. Be sure you are able to stream the video prior to and while leading this training.

Key Ideas

- Most older toddlers use language as their main form of communication. They may speak in full sentences in their preferred language or dialect (and perhaps in others as well). Or, more commonly, they may speak in “telegraphic” or “toddler speak” sentences that leave out some words (for example, “Me do it” or “Go 'way”) or that include logical grammatical errors (for example, “We goed to the store”). In either case, they are likely to use pronunciation and references that are unclear to people who do not know the child well. Toddlers with special needs may use alternative communication systems, such as the Picture Communication System (PECS, a picture-based communication intervention for children with autism spectrum disorder and related challenges) or sign language.
- Older toddlers increasingly use language to ask questions, make comments that engage others, think, reason, recall, label, classify, compare/contrast, and infer. They also increasingly use language with other forms of symbolic representation (including block building, dramatic play, play with miniature figures, and making things with clay) to express themselves, play out real and imagined stories, and collaborate with others.
- One-to-one conversations that educators have with older toddlers throughout the day help to strengthen their relationship and build vocabulary. When mutually engaging,

these conversations elicit and build upon the child's ideas. The conversations continue through several back-and-forth exchanges and may include talk about the past or the future, imaginary or hypothetical circumstances (for example, "what if ..."), and how things work or why they happen.

- Open-ended questions, because they require more than a one-word answer, invite toddlers to think and to share their thoughts. These questions can support remembering and reasoning, telling stories and sharing observations, explaining how things work, and asking more questions. They can engage children in STEM thinking as well as in using precise and descriptive words.
- Educators can help older toddlers build literacy, learn STEM concepts, and grow vocabulary by sharing books and using them to prompt rich conversations. Linking book content with opportunities for hands-on investigation, creative construction, and pretend play can strengthen toddlers' learning.
- More and more, older toddlers learn from each other as well as from adults. Toddlers who have a greater ability with language (and whose language is more easily understood) have an advantage that is likely to grow over time. Because they can use words to play out stories and negotiate conflicts, they get more opportunities to use and learn new words as they play with other children. Children with stronger language skills are also likely to elicit richer language, fuller explanations, and longer conversations and stories from adults. Educators can create experiences that help children with less-developed language, or whose preferred language or way of communicating is not the primary one in the setting, to participate more fully in language-building experiences.
- A rich environment for language, literacy, and STEM learning provides older toddlers with supportive relationships, interesting things to talk about, and interested people to talk with.

Learning Goals

After participating in this training, educators will be able to:

- Engage toddlers in extended conversations that go beyond the here and now.
- Ensure that *all* children gain the language-building benefits of participation in interactive reading and pretend play.
- Use "math talk" throughout the day.
- Reflect upon how their current practices support toddlers' learning and identify ways to be more effective.
- Plan how they might partner with families to support their children's learning.

Agenda

Introduction	10–15 minutes
Supporting Older Toddlers' Learning	15 minutes
Engage Children in Conversations that Go Beyond the Here and Now	15–20 minutes
Help All Children Participate in Language-Building Conversations	15–20 minutes
BREAK (optional)	0–5 minutes
Use Math Talk Throughout the day	15–20 minutes
Try It	15 minutes
Wrap Up	5–10 minutes
Total Time	90–120 minutes

Preparation

Before leading this training, you should:

- Watch the video and get to know the featured best practices.
- Read through the training module. Think about your own questions and how you might respond to your participants' questions. Become familiar with the key ideas (page 2) so that you can share them in a natural, conversational way and address any questions that might arise. You may want to use the Resources for Further Learning handout to support and extend your expertise.
- Obtain and test the technology you need to share the video with participants and make sure you have a reliable Internet connection during the training.
- Gather any props or materials needed for the Try It activity.
- Rehearse and fine-tune your presentation to “make it your own.” Time yourself to make sure you are within the allotted time.
- Create a packet with copies of the following handouts for each participant:
 - Self-Assessment
 - Learning Log
 - Try It
 - Best Practices
 - Learning Guidelines and Standards
 - Resources for Further Learning
 - Training Evaluation

- Consider working with a partner the first time you lead this training. You can learn from and support each other when preparing, practicing, and facilitating. After the training, you can reflect on participants' evaluations together.

Facilitation Tips

Whether you're a new or experienced facilitator, these tips can help your training run smoothly.

- Arrive early to prepare the training room for optimal learning.
 - Place handout packets where participants check in.
 - Have pens or pencils, paper, and sticky notes or index cards on every table.
 - Check your technology setup to make sure the video plays without problems.
 - Create an area in the room (a "parking lot") where participants can submit questions (on sticky notes or index cards) that may be beyond the scope of the current discussion.
- Create a space that is inviting and comfortable.
 - Play soft music as people arrive.
 - Greet participants with a smile and a handshake. A personal introduction helps set the stage for collaboration and learning.
- Invite partner or small group discussion.
 - Before the training begins, invite educators to identify a partner. Explain that people learn best when they have a chance to talk about what they are learning or thinking.
 - Allow a few minutes for partners to introduce themselves to each other.
 - During the training, provide opportunities for partner interaction.
- Keep participants engaged.
 - Follow the "ten-two rule" as you present the training: Speak for no longer than ten minutes at a time and then provide participants at least two minutes of interaction or activity.
 - Avoid simply reading the talking points that have been provided. Become familiar with each point so that you can keep the training engaging, fluid, and conversational.

Training

Introduction

(10–15 minutes)

Welcome Participants to the Training

- Introduce yourself and share your background and experience. You may want to mention why you enjoy working with toddlers and/or educators of toddlers.
- Announce the length of the training (1½–2 hours) and note other logistics, such as break times, restroom location, and so on.
- Review the agenda and explain the structure of the training.
 - Participants will watch a video that explores how experienced educators support older toddlers' learning.
 - Participants will then watch segments of the video again, each segment focusing on a different key idea.
 - After each segment, participants will briefly discuss the main points and reflect on what they have learned. You will share your expertise as you build on participants' insights and address their questions.
 - Participants will also have the opportunity to share and reflect on their own practices. They will try out some strategies and identify practices they would like to do more often or with more intention.
- Share the learning goals and objectives. Participants will:
 - Learn how to engage children in extended conversations that go beyond the here and now.
 - Learn how to ensure that *all* children gain the language-building benefits of participation in interactive reading and pretend play.
 - Explore opportunities for using math talk throughout the day.
 - Reflect upon how their current practices support toddlers' learning and identify ways to be more effective.
 - Plan how they might partner with families to support their children's learning.
- Introduce the Learning Log.
 - The Learning Log includes questions to help participants identify best practices and distill the important points made in each video segment. The *viewing*

questions help focus participants' observations on key themes and strategies. The *reflection questions* help participants draw connections to their own experiences.

- The Learning Log can also be used to jot down notes, questions, and ideas.
- Explain the “parking lot”—if, during the training, participants have questions that are not addressed or are beyond the scope of the current discussion, they can quietly display them in the “parking lot.” Assure participants that you will address their questions either one-on-one or in the group. In the case that you don't know an answer, try to suggest a helpful resource.
- Do an icebreaker activity to introduce participants to this module's themes and to get them ready to learn and interact. Play Strive for Five to explore extended, back-and-forth conversation.

Strive for Five

- Explain to participants that older toddlers need lots of back-and-forth conversation to support their exploding language; research shows the importance of extended conversation with multiple exchanges. When talking with young children, educators should “strive for five”—a phrase developed by The Hanen Center (an organization offering language development resources for educators and families)—meaning a conversation in which each person talks at least five times. The Strive for Five activity will challenge participants to engage in a conversation where each person contributes at least five times.
- Divide participants into groups of three. Ask two members of each group to have a conversation about an object someone in the group has available (such as a set of keys or a photo stored in a wallet or a cell phone). Ask the third member of the group to count their exchanges and to make sure that neither partner dominates the conversation.
- Give conversation partners a few minutes to talk. Then ask each group to reflect on the conversations.
 - Did the conversation include five or more exchanges?
 - Were both partners fully engaged participants in the conversation?
 - Did the conversation go beyond the here and now to include the past or the future, the possible or the imaginary?
 - What might a toddler notice or want to know about the object? How might you build on his interest through five exchanges?

- After the icebreaker activity, ask each participant to identify a partner to work with during the training and encourage them to share ideas. (You can offer small group discussions if you prefer.)

Complete the Self-Assessment

Educators grow and hone their skills by continually identifying their own strengths and training needs and reflecting on their own practices.

- Invite participants to complete the first half of the Self-Assessment to help them discover the skills they already possess and to identify those they would like to work on.
- Explain that toward the end of the training, participants will complete the second half of the Self-Assessment to measure their growth and learning.

Supporting Older Toddlers' Learning (15 minutes)

Introduce the Topic

Most older toddlers are competent communicators who can use language to tell stories, reason, plan, imagine, and ask questions. Educators can support their learning by providing interesting things to talk about and interested people to talk with. They can offer children rich opportunities to learn about real-world topics in depth and to explore, pretend, and create with interesting materials. They can engage children in vocabulary- and concept-building conversations that elicit, respect, and build upon each child's ideas. They can make sure that *all* children participate in rich conversations with both adults and peers.

Introduce and View the Video

Introduce the video featuring Eleonora Villegas-Reimers, Associate Professor of Education at Wheelock College.

In the video, Professor Villegas-Reimers explains that older toddlers are creative, imaginative, and curious. They use their growing vocabularies to ask questions, tell stories, and engage in pretend play with each other

as well as with adults. Participants will follow family child care educators Kathy and Maria and center-based educator Kerry as they engage with older toddlers in conversations that often go beyond the here and now to include the past, the future, the possible, and the imaginary.



"Supporting Older Toddlers' Learning" (07:47)

Explain that participants will view the video as a whole, discuss it briefly, and then look at specific strategies in more depth. Ask participants to pay close attention to how the educators

engage toddlers' reasoning and creativity as they extend their vocabularies and their knowledge of STEM (science, technology, engineering, and math) concepts.

Group Discussion

Ask a few volunteers to share something they noticed or wondered about as they watched the video. Encourage others to respond. Link participants' contributions to the key ideas and learning goals (pages 2–3) as you note what you will be exploring in more depth during the training. Put questions that are not directly related to the main ideas in the “parking lot” so you can be sure to address them later.

Engage Children in Conversations that Go Beyond the Here and Now (15–20 minutes)

Introduce the Best Practice

Researchers have found that engaging young children in extended conversations that go beyond the here and now is one of the most effective ways to build their vocabularies and create strong foundations for literacy. These conversations may be about things that happened in the past or might happen in the future. They might include reasoning, planning, wondering, remembering, play-acting, or storytelling. Educators can find many opportunities to extend their conversations with children during book reading, play, art and construction activities, and in private moments when they can talk with just one child.

- **Help children tell their stories by showing interest, asking questions, and filling in missing information.** Ask questions such as “And then what happened?” to keep the story going and to help children explain how events relate to each other. Help children add detail as they retell stories. Research shows that toddlers who engage with adults in lots of storytelling and *elaborated reminiscing* (recalling past events and adding new details as they tell the story over and over again) become better storytellers and better pretend play partners as preschoolers, develop stronger language and vocabulary, and are likely to remember more about both past and new events.
- **Make children think.** Older toddlers can put ideas together and are beginning to make logical connections and informed predictions. Educators can stimulate and support their thinking. To do this, educators might wonder aloud, ask “why” and “what if” questions, suggest new possibilities, supply or ask about missing connections between statements or ideas, or model their own reasoning and problem-solving.

Introduce and View the Video

Tell participants they will watch a segment of the video again to focus on how Kathy, Kerry, and Maria talk with older toddlers, elicit their thinking, and listen to their stories and ideas.

Facilitator's Guide (CONTINUED)

Begin at 0:36 as a child asks Kathy why the witch is crying and end at 2:53 when Maria gets ready to share a book with her group. Ask participants to look for effective strategies used by the educators in the video. Use these questions to guide their viewing:

- *As you watch, what examples do you see of conversations being extended “beyond the here and now” to include the past, the future, what might happen, and the imaginary?*
- *What strategies do you see educators using to encourage children to share their stories and ideas?*
- *What words do you hear educators and toddlers using that may not be typical for toddlers?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed...* or *I wonder if...* rather than *I liked....*
- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Group Discussion

Share and expand on key points covered in the video. Use some of the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

How can educators help toddlers to tell their stories and express their ideas?

- Educators can:
 - Listen closely. Make comments and ask questions that show their interest and understanding.
 - Ask about missing information or details so they can better understand the story, idea, or explanation.
 - Supply words that a toddler may be trying to say but does not yet know. Add any remembered details if invited, but don't take over the toddler's story.
 - Ask toddlers what they think and why.
 - Pause when reading a story to let toddlers ask questions. Respond by supplying answers, asking for their ideas, or finding out the answer together.
 - Use rituals such as group meetings and drawing in journals to help children plan outings and activities and talk about what they did, what they learned, and what they might want to do in the future.

Facilitator's Guide (CONTINUED)

- Ask children what they know and what they want to know about a topic and how they could find out.
- Be patient and give toddlers enough time to respond.

How can educators encourage toddlers to make logical connections and explain and expand their thinking?

- Educators can:
 - Model their own thinking, reasoning, or approach to solving a problem.
 - Give toddlers time to formulate their ideas as they respond to questions or tell stories.
 - Ask a series of “why” questions, for example, “Why do the caterpillar’s eyes look funny?” (Toddler: “He’s sad.”) “Why is he sad?” (Toddler: “His tummy hurts.”) “Why does his tummy hurt?” (Toddler: “He ate too much.”)
 - Ask toddlers to predict what might happen, let them test their predictions, and then talk with them about their discoveries.

What benefits do older toddlers gain from extended conversations that go beyond the here and now?

- Older toddlers gain the following benefits:
 - Mutually engaging conversations with five or more exchanges offer toddlers opportunities to express feelings and ideas; develop fluency and conversational skills; strengthen their sense of themselves as people with important things to say; and learn, practice, and use new words.
 - Asking and answering questions about past events and telling and retelling stories of what happened helps build memory, storytelling skill, logical thinking, and vocabulary. Shared stories strengthen children’s relationships with family members, educators, and peers.
 - Conversations about things that are beyond everyday experience, such as topics children may learn about from books, photographs and videos, and adult experts, expand children’s horizons, spark new questions, fuel their imaginations, and often allow them to learn and use new words that may not be part of the typical toddler’s vocabulary.
 - Conversations that involve planning, predicting, hypothesizing (“What do you think will happen if ...?”), and imagining support logical thinking and creativity as well as language.

What experiences can educators provide for older toddlers to spark interesting, extended conversations?

- Educators can:
 - Read fiction and nonfiction books or magazines and have them available for children to look at on their own and with each other.
 - Help children explore interesting scientific phenomena (such as insect and frog life cycles, melting and freezing, and condensation and evaporation) indoors, outside, and through images and videos on line.
 - Ask family members to share their skills, hobbies, and stories and to teach songs and games in their home languages.
 - Offer interesting art and building materials to explore and create with.
 - Bring in unusual items and artifacts for children to investigate.
 - Encourage family members to bring in photos, food packaging, artifacts, and other reminders of home.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they've learned about having thought-provoking conversations with older toddlers and what they do in their own program. Ask educators to answer the reflection questions in the Learning Log.

Help All Children Participate in Language-Building Conversations (15–20 minutes)**Introduce the Best Practice**

Older toddlers who use language well have many advantages. They can ask questions, tell stories, explain what they want or how they feel, and negotiate conflicts using words that others understand. Their relatively rich vocabularies impress adults, who respond to their comments and questions with more information and more complex language than they would use with a less verbal child. Other children like to talk with these toddlers as well and include them in their pretend play.

Older toddlers whose language is less developed, or whose strongest language is not shared by others, may be left out of the very conversation opportunities that are most likely to strengthen their language and their interpersonal relationships. Children who tend to be reserved, are new to the group, come from cultures where children are not encouraged to initiate conversations, or have less developed social skills may also be left out. It is especially important that educators create intentional language-building opportunities for children who are less likely to participate.

- **Use interactive reading techniques to engage all children.** While sharing a story, give children lots of opportunities to point out details, chime in on chorus lines, ask questions, and make connections with their own experiences. Build on what they offer by continuing the conversation and pulling in others. Make a special point of including children who may be less likely to participate, giving them conversational openings by referring to their interests and experiences, and giving them the time they need to formulate their thoughts.
- **Scaffold pretend play.** Create spaces that invite pretend play on themes that interest children and relate to their experiences and the books they enjoy. Help children find and create any props they need. Help children who are less likely to be included to join in by giving them props to share, teaching them what to say, responding to their contributions, and bringing in their favorite toys. When playing an invited role, expand the game by introducing humor, using theme-related vocabulary, or adding a new element. Help children take on roles, speak in character, and respond to others in ways that are appropriate for the game.
- **Help children learn new words in all of their languages.** It is common for children learning more than one language to know different words in each language. Learning conceptually related words together is helpful to all children, but it can be especially helpful when children are learning words in a new language for concepts that they already know.

Introduce and View the Video

Invite participants to watch a segment of the video that continues the focus on extended conversations. Participants will see how Maria engages all of the toddlers in her group in thought-provoking and language-building conversation as she reads them a familiar story and helps them enjoy a pretend tea party. In the final scene, Maria helps a child who knows color words in English to learn them in Spanish as well.

Begin at 2:53 when Maria gets ready to share a book with her group and end at 5:28 as Kathy gathers her group together to make circles with their bodies. Ask participants to look for effective strategies used by the educators in the video. Use these questions to guide their viewing:

- *As you watch, what do you notice about how Maria invites and responds to children's participation?*

- *What do you notice about how Maria makes sure that all the toddlers are included in the conversations and play?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed...* or *I wonder if...* rather than *I liked....*
- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Option: You may choose to lead the Try It activity (page 20) now to enrich the following discussion.

Group Discussion

Share and expand on key points covered in the video. Use some of the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

What interactive reading techniques can educators use that work well with older toddlers, including those who speak comfortably in full sentences and those who are still learning to do so?

- Educators can:
 - Ask toddlers to point to pictures and find details.
 - Talk about the pictures with toddlers. Ask toddlers to name or describe what they see.
 - Encourage each child to participate in his own way. Focus on what a child means to say, not how he pronounces the words or what language or communication system he uses.
 - Give toddlers time to repeat new words. Together say words that sound interesting and talk about what they mean.
 - Say and repeat sound effects and repeated lines or choruses together.
 - Pause during reading so toddlers can fill in words they know.
 - Let children interrupt the story to point out interesting details or ask questions. Answer their questions, elaborate on their comments, or ask them to show or to tell more.
 - Connect a story detail or event to something a toddler has recently experienced.

- Talk with toddlers about how characters in the story might be feeling. Link the conversation to their own feelings and experiences.

What benefits do older toddlers gain from frequent interactive reading, one-to-one or in small groups, and from pretend play with other children?

- Older toddlers:
 - Learn new words, concepts, and facts from books and book-related conversation.
 - Hear rich language and engage in conversations that go beyond the here and now.
 - Learn and practice new vocabulary and storytelling skills as they play with peers and apply what they have learned in one context to another.
 - Through pretend play with peers, learn to take on roles, follow a plan or script, consider others' feelings and ideas, and negotiate to resolve differences. These experiences build executive function skills, such as working memory (holding things in mind), mental flexibility (looking at something in a different way), impulse control, and focus, that help children continue to be successful learners as they get older.

How can educators help older toddlers play out pretend themes together, using props, roles, and dialogue?

- Educators can:
 - Set the stage. Provide prop collections and appropriate play settings.
 - Offer flexible materials and help children create their own props and settings.
 - Join the play themselves. Play the role in character. Use role appropriate behavior (for example, a customer might ask how much something costs), humor, questions, good manners, and so on as they further a child's or small group's game.
 - Give children enough time to finish their pretend play.

How else can educators assure that children who may be left out get the benefits of interactive reading and pretend play conversations?

- An educator can:
 - Find private time to follow up with children individually. For example, in the video, Kerry repeats a boy's suggestion that they might see "fire police cars" but doesn't build on it in the conversation. Later she might help him listen for sirens, read a

- book about emergency vehicles, or play out a pretend rescue with her or another child.
- Note a child's interest and bring in related books or pretend play materials.
 - Help children share their interests with others in pretend play or by drawing or demonstrating.
 - Share a favorite book with a child several times; then let him be her helper as she shares it with a larger group.
 - Give children something to do during a small group conversation, such as drawing in journals, eating a snack, or sculpting with play dough or sand. It's easier for a toddler to wait for her chance to talk when her hands are busy.
 - Talk with a child's family about his unique strengths and interests and bring more of what he likes at home into the child care setting.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they've learned about intentionally including *all* children in enriching conversations and what they do in their own program. Ask educators to answer the reflection questions in the Learning Log.

Break (optional)**(0–5 minutes)****Use Math Talk Throughout the Day****(15–20 minutes)****Introduce the Best Practice**

Older toddlers explore mathematical (and other STEM-related) ideas as they build with blocks and other materials, put similar objects together into collections or arrange them by size, identify shapes in their world and show them with their bodies, and put events in order to tell a story. They may use math and STEM talk as they work out problems that an educator might help them pose, such as “How many more blocks do we need to complete our building?” or “How do these puzzle pieces fit together?” Math talk and STEM talk, and the hands-on experiences that make it meaningful, helps prepare toddlers for the more symbolic math that they will do when they get to preschool and kindergarten.

Many older toddlers can count to ten or beyond, but they may not fully understand what the numbers mean. For example, they may not think of 7 peanuts as more than 5 elephants or realize that if each elephant gets 1 peanut there will be 2 left over. Similarly, they may not fully realize that when they spread out a clump of 10 peanuts they still have the same amount, even though it may look like more because it seems to cover more space. Number sense develops over time and through many experiences.

- **Talk with children about shape, size, and quantity.** Use a variety of vocabulary words, such as *corner, oval, narrow, enormous, heavier, shrink, inch, exactly,* and *hundreds*. Help children make connections with real-world objects and experiences, for example, octagonal stop signs and the squares they can count within rectangular windows. When reading books, help toddlers understand concepts such as how big or small things really are or how much time things take. Is a caterpillar as big as their finger or yours? How long is the “more than two weeks” that it stayed in the cocoon?
- **Talk with children about space and time, order and sequence, patterns and relationships.** Help children use math talk to think through problems they are trying to solve, using words such as *first, next, before, strategy, predict, tomorrow,* and *Tuesday*. Toddlers who hear explanations, time and sequence words, and other math talk frequently come to see the world as a predictable place where they can make sense out of things if they work at it. They are more likely to develop the mental flexibility, goal-directed behavior, and persistence that helps them cope with future challenges.

Introduce and View the Video

Participants may have noticed children counting, talking about numbers, pointing out that two pictures were the same size, showing numbers with their fingers, naming and exploring numerals, and using other math talk throughout the video. In this segment, they'll see how Kathy helps toddlers connect her talk of shape and size, bigger and smaller, close together and spread apart with their own actions. They'll see how Maria uses the well-rehearsed days of the week sequence to help toddlers mark the time a pretend caterpillar remains in a chrysalis (the children call it a cocoon) before emerging and how she uses an Internet video to show children the real-world cycle of the caterpillar.

Begin at 5:28 as Kathy gathers her group together to make circles with their bodies and watch through the end of the video. As participants watch this segment of the video, they will notice the educators and toddlers engaging in a variety of play experiences together. Use these questions to guide their viewing:

- *As you watch, what math talk do you notice educators or children using?*
- *What other math talk opportunities do you see?*

Partner/Small Group Share

After viewing the video, get participants thinking, talking, and learning together.

- Invite participants to share with each other, in pairs or small groups, what they noticed as they watched. Challenge them to use the language stem *I noticed...* or *I wonder if...* rather than *I liked....*
- Suggest that participants jot down notes, ideas, or questions in their Learning Log.

Group Discussion

Share and expand on key points covered in the video. Use some of the following questions and talking points in your discussion. Ask participants to offer examples from the video as well as to draw upon their own experiences.

How can educators help older toddlers connect abstract math and STEM concepts such as number, amount, duration (how long something takes), order, and density with physical experiences?

- Educators can:
 - Take pictures of children's activities or learning or creation processes. Help children put the pictures in order and reminisce together or tell the story to family members.
 - Help children understand the scale of things they read about in books by talking about how they compare with real objects or by making chalk outlines on the floor or outside that are approximately life-size. For example, an educator might compare a dinosaur's size with a school bus, make a chalk drawing of its head or tooth, or make dinosaur footprints that children can walk in.
 - During sensory play, cooking, and art/construction projects, give children lots of practice filling containers of various sizes and shapes and using a larger container to fill several smaller ones. Help them make and test predictions about which holds more, will there be enough, how many will fit, and how much they need.
 - Use math talk with children as they help set up and serve snacks. Give each child a turn to be a snack helper who offers others "two pieces" or asks friends how many they want.
 - Ask math questions such as "What comes next in your pattern?" "Will this be big enough?" "Which ones go together?" "How many more do you think we need?"
 - Model problem-solving approaches and strategies. Help children tell what they are trying to do and what they think might work or want to try.

- Help children talk through steps in a process, such as making play dough or setting the table for a fancy tea party.

What benefits do children gain from math talk?

- Children gain the following benefits:
 - They learn math and problem-solving vocabulary and often learn rich, descriptive vocabulary as well.
 - They practice mathematical thinking and processes such as ordering, comparing, counting, and reasoning.
 - They learn over time that they can make sense out of their world. This helps them to develop mental flexibility, goal-directed behavior, persistence in the face of challenge, and emotional resilience.

How can educators make sure that all children get the benefits of math talk?

- Educators can:
 - Make math talk part of group rituals and daily play and learning activities.
 - Engage individual children in extended conversations that go beyond the here and now. Make time to listen to their stories and help them remember the sequence of events.
 - Let children show what they may have difficulty telling. Give them words for their actions, questions, and discoveries.
 - Some children shine at math and STEM challenges but have weaker language or are less fluent in the language that other children use. Give them a chance to teach others what they know.
 - Make a special effort to include children whose language or mathematical understanding may be less developed than others' in math talk conversations.

Option: Ask participants to form one large circle or several smaller ones, depending upon the size of the group. Have each participant in turn call out a math word or instruction for participants to show as a group or individually. Remind them that they can show shape, size, direction, density, speed, number, comparisons, or patterns.

View Again (optional)

Emphasize the key messages by showing the video a second time, if possible. Seeing the video again will give participants an opportunity to notice things they may have missed and to expand their learning.

Reflect

Help participants make the connection between what they've learned about using math talk with toddlers and what they do in their own program. Ask educators to answer the reflection questions in the Learning Log.

Try It

(15 minutes)

The Try It activity helps educators think about how to apply new ideas to their own programs. Ask participants to work with a partner (or in small groups) and direct their attention to the Try It handout.

Include Me

Educators will plan ways to ensure that *all* children gain the benefits of language-building conversations with peers and adults.

- Divide participants into pairs or small groups.
- Ask each participant to think of a child in their program whose language they are concerned about, one whose primary language is different from that of other children in the group, or one who is less likely than others to participate in group discussions and pretend play with peers. Ask participants to reflect upon that child's strengths as they answer the questions in the handout.
- Ask participants to share some of their observations and ideas with their partners. Remind them to respect confidentiality. They should not use names or identifying details, unless they are working only with their co-teachers.
- Ask groups to brainstorm additional things that educators might do to help the children participate more fully in group discussions, book-related conversations, math and STEM talk, and pretend play.

Wrap Up

(5–10 minutes)

- Give participants an opportunity to share something they noticed or wondered about as they watched the segments of the video or participated in the Try It activity. Address any questions that arise, as well as questions in the "parking lot" that would add to the group's experience.
- Invite participants to complete the second half of the "Self-Assessment" and then measure their growth and learning.

- Ask participants to look over their notes from the training and jot down three things that they want to remember from today in their Learning Log.
- Invite partners or small groups to meet and share their three “keepers.” Then ask a few participants to share their “keepers” with the larger group.
- Thank participants for attending. Remind them that they can re-view the video and get lots of activity ideas at Resources for Learning:
<http://resourcesforearlylearning.org/educators/>.
- Encourage them to fill out and return the Training Evaluation.

Glossary

elaborated reminiscing: helping a child tell and retell the story of a past event, adding more details with each retelling

interactive reading: stopping at many points during the reading to engage children in related conversation that helps them follow the story, draw connections between the book and their own experiences, and learn more; also called *dialogic reading*

math talk: talk about number, amount, order, size, shape, pattern, direction, sequence, and other mathematical concepts as well as mathematical questions such as “How many altogether?” “What’s missing?” “How many more do we need?”

number sense: an intuitive understanding of numbers and how they relate to each other, as well as how they are affected by addition, subtraction, multiplication, and division

Picture Communication System (PECS): a picture-based communication intervention that teaches children with autism spectrum disorder and related challenges to initiate communications

scaffold: to provide a support or boost that helps a child master a new challenge or concept or take a skill to a new level

STEM: science, technology, engineering, and mathematics, as integrated fields of inquiry



Self-Assessment

Name: _____

Date: _____

Before the training: Place a ✓ in the box that best represents your current comfort level.

After the training: Place a ✓ in the box that best represents your new comfort level.

1 = Very uncomfortable 2 = Uncomfortable 3 = Neutral 4 = Comfortable 5 = Very comfortable

	Before					After				
	1	2	3	4	5	1	2	3	4	5
General I am comfortable with my ability to . . .										
Routinely engage toddlers in extended conversations with five or more exchanges.										
Partner with families of older toddlers to support their children's learning.										
Engage Toddlers in Conversations that Go Beyond the Here and Now I am comfortable with my ability to . . .										
Talk with children about past and future events, what might happen, what they imagine, and topics that are beyond their everyday experiences.										
Help toddlers tell their stories.										
Help toddlers make logical connections.										
Ask "why" questions that help toddlers figure things out and talk about what they think.										
Help All Children Participate in Language-Building Conversations I am comfortable with my ability to . . .										
Include all the children in my group in thought-provoking conversations, individually and in small groups.										
Read with children one-on-one or in small groups, using interactive techniques that engage each child's participation.										
Help toddlers learn to pretend together, with roles and dialogue. Help all children join the play.										
Use Math Talk Throughout the Day I am comfortable with my ability to . . .										
Talk with children about shape, size, and quantity.										
Talk with children about space and time, order and sequence, patterns and relationships.										
Offer toddlers interesting things to explore, encourage their thinking, and talk with them about their ideas.										



Learning Log

Engage Toddlers in Conversations that Go Beyond the Here and Now

View

In the video:

- *What examples do you see of conversations extending “beyond the here and now” to include the past, the future, what might happen, and the imaginary?*
- *What strategies do you see educators using to encourage children to share their stories and ideas?*
- *What words do you hear educators and toddlers using that may not be typical for older toddlers?*

Reflect

In your program:

- *How do you engage toddlers in extended conversations, with multiple exchanges, that go beyond the here and now?*
- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

Help All Children Participate in Language-Building Conversations

View

In the video:

- *What do you notice about how Maria invites and responds to children's participation?*

- *What do you notice about how Maria makes sure that all the toddlers are included in the conversations and play?*

Reflect

In your program:

- *How do you help all of the older toddlers participate in book-related conversations, pretend play with peers, and other group conversations—especially those who are least likely to do so?*

- *What did you learn that you will take back to your learning environment and put into practice?*

Notes

Use Math Talk Throughout the Day

View

In the video:

- *What math talk do you notice educators or children using?*

- *What other math talk opportunities do you see?*

Reflect

In your program:

- *How do you incorporate math talk into your daily routines, activities, and interactions with children?*

- *What did you learn that you will take back to your learning environment and put into practice?*

Notes



Try It

Include Me

Plan ways to ensure that *all* children gain the benefits of language-building conversations with peers and adults.

1. Work with a partner or small group.
2. Think of a child in your program whose language you are concerned about, one whose primary language is different from that of other children in the group, or one who is less likely than others to participate in group discussions and pretend play with peers. Reflect upon that child's strengths as you complete the questions below.
3. Share your observations and ideas with your partners. Be sure to respect confidentiality. Do not use names or identifying details (unless you are working only with your co-teacher).
4. Together brainstorm additional things that you might do to help the children participate more fully in group discussions, book-related conversations, math and STEM play, and pretend play.

What is the child especially good at?

Who does the child like to play with or near?

What does the child investigate?

What pretend themes does the child explore?

Try It (CONTINUED)

What questions does the child ask—with or without words, in any language?

What books and songs does the child most enjoy?

Does the child have a special interest or expertise, such as dinosaurs or pets?

What can you add to the environment to build on the child's interests or showcase her strengths?

How can you help the child share her interests and strengths with others?

How can you find out more about the child's strengths and interests, especially if her primary language is different from yours?



Best Practices

Most older toddlers are competent communicators who can use language to tell stories, reason, plan, imagine, and ask questions. Educators can support their learning by providing interesting things to talk about and interested people to talk with. They can offer children rich opportunities to learn about real-world topics in depth and to explore, pretend, and create with interesting materials. They can engage children in vocabulary- and concept-building conversations that elicit, respect, and build upon each child's ideas. They can make sure that *all* children participate in rich conversations with both adults and peers.

Engage Children in Conversations that Go Beyond the Here and Now

Researchers have found that engaging young children in extended conversations that go beyond the here and now is one of the most effective ways to build their vocabularies and create strong foundations for literacy. These conversations may be about things that happened in the past or might happen in the future. They might include reasoning, planning, wondering, remembering, play-acting, or storytelling. Educators can find many opportunities to extend their conversations with children during book reading, play, art and construction activities, and in private moments when they can talk with just one child.

- **Help children tell their stories by showing interest, asking questions, and filling in missing information.** Ask questions such as “And then what happened?” to keep the story going and to help children explain how events relate to each other. Help children add detail as they retell stories. Research shows that toddlers who engage with adults in lots of storytelling and *elaborated reminiscing* (recalling past events and adding new details as they tell the story over and over again) become better storytellers and better pretend play partners as preschoolers, develop stronger language and vocabulary, and are likely to remember more about both past and new events.
- **Make children think.** Older toddlers can put ideas together and are beginning to make logical connections and informed predictions. Educators can stimulate and support their thinking. To do this, educators might wonder aloud, ask “why” and “what if” questions, suggest new possibilities, supply or ask about missing connections between statements or ideas, or model their own reasoning and problem-solving.

How can educators help toddlers to tell their stories and express their ideas?

- Educators can:

Best Practices (CONTINUED)

- Listen closely. Make comments and ask questions that show their interest and understanding.
- Ask about missing information or details so they can better understand the story, idea, or explanation.
- Supply words that a toddler may be trying to say but does not yet know. Add any remembered details if invited, but don't take over the toddler's story.
- Ask toddlers what they think and why.
- Pause when reading a story to let toddlers ask questions. Respond by supplying answers, asking for their ideas, or finding out the answer together.
- Use rituals such as group meetings and drawing in journals to help children plan outings and activities and talk about what they did, what they learned, and what they might want to do in the future.
- Ask children what they know and what they want to know about a topic and how they could find out.
- Be patient and give toddlers enough time to respond.

How can educators encourage toddlers to make logical connections and explain and expand their thinking?

- Educators can:
 - Model their own thinking, reasoning, or approach to solving a problem.
 - Give toddlers time to formulate their ideas as they respond to questions or tell stories.
 - Ask a series of "why" questions, for example, "Why do the caterpillar's eyes look funny?" (Toddler: "He's sad.") "Why is he sad?" (Toddler: "His tummy hurts.") "Why does his tummy hurt?" (Toddler: "He ate too much.")
 - Ask toddlers to predict what might happen, let them test their predictions, and then talk with them about their discoveries.

What benefits do older toddlers gain from extended conversations that go beyond the here and now?

- Older toddlers gain the following benefits:
 - Mutually engaging conversations with five or more exchanges offer toddlers opportunities to express feelings and ideas; develop fluency and conversational skills; strengthen their sense of themselves as people with important things to say; and learn, practice, and use new words.

Best Practices (CONTINUED)

- Asking and answering questions about past events and telling and retelling stories of what happened helps build memory, storytelling skill, logical thinking, and vocabulary. Shared stories strengthen children's relationships with family members, educators, and peers.
- Conversations about things that are beyond everyday experience, such as topics children may learn about from books, photographs and videos, and adult experts, expand children's horizons, spark new questions, fuel their imaginations, and often allow them to learn and use new words that may not be part of the typical toddler's vocabulary.
- Conversations that involve planning, predicting, hypothesizing ("What do you think will happen if ...?"), and imagining support logical thinking and creativity as well as language.

What experiences can educators provide for older toddlers to spark interesting, extended conversations?

- Educators can:
 - Read fiction and nonfiction books or magazines and have them available for children to look at on their own and with each other.
 - Help children explore interesting scientific phenomena (such as insect and frog life cycles, melting and freezing, and condensation and evaporation) indoors, outside, and through images and videos on line.
 - Ask family members to share their skills, hobbies, and stories and to teach songs and games in their home languages.
 - Offer interesting art and building materials to explore and create with.
 - Bring in unusual items and artifacts for children to investigate.
 - Encourage family members to bring in photos, food packaging, artifacts, and other reminders of home.

Help All Children Participate in Language-Building Conversations

Older toddlers who use language well have many advantages. They can ask questions, tell stories, explain what they want or how they feel, and negotiate conflicts using words that others understand. Their relatively rich vocabularies impress adults, who respond to their comments and questions with more information and more complex language than they would use with a

Best Practices (CONTINUED)

less verbal child. Other children like to talk with these toddlers as well and include them in their pretend play.

Older toddlers whose language is less developed, or whose strongest language is not shared by others, may be left out of the very conversation opportunities that are most likely to strengthen their language and their interpersonal relationships. Children who tend to be reserved, are new to the group, come from cultures where children are not encouraged to initiate conversations, or have less developed social skills may also be left out. It is especially important that educators create intentional language-building opportunities for children who are less likely to participate.

- **Use interactive reading techniques to engage all children.** While sharing a story, give children lots of opportunities to point out details, chime in on chorus lines, ask questions, and make connections with their own experiences. Build on what they offer by continuing the conversation and pulling in others. Make a special point of including children who may be less likely to participate, giving them conversational openings by referring to their interests and experiences, and giving them the time they need to formulate their thoughts.
- **Scaffold pretend play.** Create spaces that invite pretend play on themes that interest children and relate to their experiences and the books they enjoy. Help children find and create any props they need. Help children who are less likely to be included to join in by giving them props to share, teaching them what to say, responding to their contributions, and bringing in their favorite toys. When playing an invited role, expand the game by introducing humor, using theme-related vocabulary, or adding a new element. Help children take on roles, speak in character, and respond to others in ways that are appropriate for the game.
- **Help children learn new words in all of their languages.** It is common for children learning more than one language to know different words in each language. Learning conceptually related words together is helpful to all children, but it can be especially helpful when children are learning words in a new language for concepts that they already know.

What interactive reading techniques can educators use that work well with older toddlers, including those who speak comfortably in full sentences and those who are still learning to do so?

- Educators can:
 - Ask toddlers to point to pictures and find details.
 - Talk about the pictures with toddlers. Ask toddlers to name or describe what they see.

Best Practices (CONTINUED)

- Encourage each child to participate in his own way. Focus on what a child means to say, not how he pronounces the words or what language or communication system he uses.
- Give toddlers time to repeat new words. Together say words that sound interesting and talk about what they mean.
- Say and repeat sound effects and repeated lines or choruses together.
- Pause during reading so toddlers can fill in words they know.
- Let children interrupt the story to point out interesting details or ask questions. Answer their questions, elaborate on their comments, or ask them to show or to tell more.
- Connect a story detail or event to something a toddler has recently experienced.
- Talk with toddlers about how characters in the story might be feeling. Link the conversation to their own feelings and experiences.

What benefits do older toddlers gain from frequent interactive reading, one-to-one or in small groups, and from pretend play with other children?

- Older toddlers:
 - Learn new words, concepts, and facts from books and book-related conversation.
 - Hear rich language and engage in conversations that go beyond the here and now.
 - Learn and practice new vocabulary and storytelling skills as they play with peers and apply what they have learned in one context to another.
 - Through pretend play with peers, learn to take on roles, follow a plan or script, consider others' feelings and ideas, and negotiate to resolve differences. These experiences build executive function skills, such as working memory (holding things in mind), mental flexibility (looking at something in a different way), impulse control, and focus, that help children continue to be successful learners as they get older.

How can educators help older toddlers play out pretend themes together, using props, roles, and dialogue?

- Educators can:
 - Set the stage. Provide prop collections and appropriate play settings.

- Offer flexible materials and help children create their own props and settings.
- Join the play themselves. Play the role in character. Use role appropriate behavior (for example, a customer might ask how much something costs), humor, questions, good manners, and so on as they further a child's or small group's game.
- Give children enough time to finish their pretend play.

How else can educators assure that children who may be left out get the benefits of interactive reading and pretend play conversations?

- An educator can:
 - Find private time to follow up with children individually. For example, in the video, Kerry repeats a boy's suggestion that they might see "fire police cars" but doesn't build on it in the conversation. Later she might help him listen for sirens, read a book about emergency vehicles, or play out a pretend rescue with her or another child.
 - Note a child's interest and bring in related books or pretend play materials.
 - Help children share their interests with others in pretend play or by drawing or demonstrating.
 - Share a favorite book with a child several times; then let him be her helper as she shares it with a larger group.
 - Give children something to do during a small group conversation, such as drawing in journals, eating a snack, or sculpting with play dough or sand. It's easier for a toddler to wait for her chance to talk when her hands are busy.
 - Talk with a child's family about his unique strengths and interests and bring more of what he likes at home into the child care setting.

Use Math Talk Throughout the Day

Older toddlers explore mathematical (and other STEM-related) ideas as they build with blocks and other materials, put similar objects together into collections or arrange them by size, identify shapes in their world and show them with their bodies, and put events in order to tell a story. They may use math and STEM talk as they work out problems that an educator might help them pose, such as "How many more blocks do we need to complete our building?" or "How do these puzzle pieces fit together?" Math talk and STEM talk, and the hands-on experiences that make

Best Practices (CONTINUED)

it meaningful, helps prepare toddlers for the more symbolic math that they will do when they get to preschool and kindergarten.

Many older toddlers can count to ten or beyond, but they may not fully understand what the numbers mean. For example, they may not think of 7 peanuts as more than 5 elephants or realize that if each elephant gets 1 peanut there will be 2 left over. Similarly, they may not fully realize that when they spread out a clump of 10 peanuts they still have the same amount, even though it may look like more because it seems to cover more space. Number sense develops over time and through many experiences.

- **Talk with children about shape, size, and quantity.** Use a variety of vocabulary words, such as *corner, oval, narrow, enormous, heavier, shrink, inch, exactly,* and *hundreds*. Help children make connections with real-world objects and experiences, for example, octagonal stop signs and the squares they can count within rectangular windows. When reading books, help toddlers understand concepts such as how big or small things really are or how much time things take. Is a caterpillar as big as their finger or yours? How long is the “more than two weeks” that it stayed in the cocoon?
- **Talk with children about space and time, order and sequence, patterns and relationships.** Help children use math talk to think through problems they are trying to solve, using words such as *first, next, before, strategy, predict, tomorrow,* and *Tuesday*. Toddlers who hear explanations, time and sequence words, and other math talk frequently come to see the world as a predictable place where they can make sense out of things if they work at it. They are more likely to develop the mental flexibility, goal-directed behavior, and persistence that helps them cope with future challenges.

How can educators help older toddlers connect abstract math and STEM concepts such as number, amount, duration (how long something takes), order, and density with physical experiences?

- Educators can:
 - Take pictures of children’s activities or learning or creation processes. Help children put the pictures in order and reminisce together or tell the story to family members.
 - Help children understand the scale of things they read about in books by talking about how they compare with real objects or by making chalk outlines on the floor or outside that are approximately life-size. For example, an educator might compare a dinosaur’s size with a school bus, make a chalk drawing of its head or tooth, or make dinosaur footprints that children can walk in.
 - During sensory play, cooking, and art/construction projects, give children lots of practice filling containers of various sizes and shapes and using a larger

Best Practices (CONTINUED)

container to fill several smaller ones. Help them make and test predictions about which holds more, will there be enough, how many will fit, and how much they need.

- Use math talk with children as they help set up and serve snacks. Give each child a turn to be a snack helper who offers others “two pieces” or asks friends how many they want.
- Ask math questions such as “What comes next in your pattern?” “Will this be big enough?” “Which ones go together?” “How many more do you think we need?”
- Model problem-solving approaches and strategies. Help children tell what they are trying to do and what they think might work or want to try.
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- Make a special effort to include children whose language or mathematical understanding may be less developed than others' in math talk conversations.

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scaffold: to provide a support or boost that helps a child master a new challenge or concept or take a skill to a new level

STEM: science, technology, engineering, and mathematics, as integrated fields of inquiry

View the self-paced video workshop at <http://resourcesforearlylearning.org/educators>.



Learning Guidelines and Standards

This professional development module is aligned to Massachusetts learning guidelines and standards.

Massachusetts Early Learning Guidelines for Infants and Toddlers

Social-Emotional Development:

- Notices and interacts with toddlers their own age.
- Progresses in regulating own feelings and behavior.

Language and Communications Development:

- Demonstrates understanding of spoken (or signed) language.
- Develops expressive language.
- Engages in social communication.
- Uses language to ask questions and tell stories.
- Develops grammar and syntax.
- Engages in pre-reading activities.
- Demonstrates interest and engagement in print literacy materials.
- Develops vocabulary, syntax and socially-appropriate communication in both languages when considered a dual language learner.

Cognitive Development:

- Develops increasing memory of past events and knowledge.
- Demonstrates an awareness that predictable things happen as a result of actions.
- Experiments with a variety of problem solving strategies.
- Explores materials and discovers mathematical concepts.
- Develops early scientific skills through exploration and discovery.
- Discovers creative expression through music, drama, dance and art experiences.

Learning Guidelines and Standards (continued)

- Begins to develop the foundations for social science.

Approaches to Learning:

- Shows eagerness and curiosity as a learner.
- Becomes intentional and persistent in their learning and discovery.

Massachusetts Quality Rating and Improvement System (QRIS)

Center and School Based:

- **Curriculum and Learning 1A: Curriculum, Assessment, and Diversity: Level 2**
Materials that promote cultural and individual identity, family relations, cultural appreciation, and cognitive and social development are integrated into the curriculum and children's everyday experiences.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 3**
Educators engage children in meaningful conversations; use open-ended questions; provide opportunities throughout the day to scaffold children's language which supports the development of more complex receptive and expressive language; encourage children's use of language to share ideas; stimulate problem solving; and guides children in engaging in positive peer interactions.

Family Child Care:

- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 2**
Educator has participated in formal professional development on how to support positive relationships and interactions with children through positive, warm and nurturing interactions.
- **Curriculum and Learning 1B: Teacher-Child Relationships and Interactions: Level 4**
Educators engage children in meaningful conversations, as age and developmentally appropriate; use open-ended questions and provide opportunities throughout the day to scaffold their language which supports the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions.



BRAIN BUILDING IN PROGRESS

Resources for Early Learning

Supporting Older
Toddlers' Learning

Resources for Further Learning

Find more information on supporting older toddlers' learning.

Developing Early Math Skills. ZERO TO THREE.

<http://www.zerotothree.org/child-development/early-development/supporting-early-math-skills.html>

Engel, Susan. Storytelling in the First Three Years. Edited from the *Zero to Three* journal, December 1996/January 1997.

<http://www.zerotothree.org/child-development/early-language-literacy/the-emergence-of-storytelling.html>

Math at Play. Multimedia resource for early math development.

http://www.mathatplay.org/resources_default.html

Math Talk with Infants and Toddlers. NAEYC for Families.

<http://families.naeyc.org/learning-and-development/music-math-more/math-talk-infants-and-toddlers>

Meeting the Needs of Diverse Learners. (November 2010. In *Massachusetts Early Learning Guidelines for Infants and Toddlers*, pp. 189-192.

http://www.eec.state.ma.us/docs1/Workforce_Dev/Layout.pdf

Resources for Early Learning. Media-rich learning resources for educators, parents, and caregivers of children.

<http://www.resourcesforearlylearning.org>



Training Evaluation

Thank you for your participation. This evaluation is designed to evaluate what you have learned at this training. Please take the time to complete the evaluation by rating each question "1" through "4" with "4" being the highest.

Training: _____

Presenter: _____

	1	2	3	4
Did the presenter identify the learning goals at the start of the training?				
Were the learning goals met?				
Did the material presented meet your needs and expectations?				
Was there time for discussion and questions and answers?				
Were the handouts current and relevant?				
Was the presenter knowledgeable and able to answer relevant questions?				
Did the presenter make use of different learning modalities (audio, visual, etc.?)				

What did you learn that you will be able to apply to your work?