



HELPING SPECIAL NEEDS AND AT-RISK STUDENTS IN KINDERGARTEN A TEACHER'S TOOLKIT

Resources related to:

COMPETENCY 4 TO COMMUNICATE USING THE RESOURCES OF LANGUAGE

What do I know about the development of language and literacy in young children?



Beady, Janice (2013). *Observing development of the young child* (8th ed.). Toronto : Pearson.

*This practical text presents Beady's unique system of observing and recording child development using **The Child Development Checklist**. This system is based on a progression of children's skill development in six major areas: emotional, social, physical, cognitive, language, and creative.*

McGrath, Kim (2013). **The Language Development of the Preschool Child - A Quick Reference Guide** .

Retrieved June 26, 2017 from

<http://www.learnquebec.ca/language-development/#qr-language>



Language Development and Literacy.

Retrieved September 29, 2014 from

<http://www.child-encyclopedia.com/language-development-and-literacy/synthesis>

This topic aims to help understand the close link between learning to talk and learning to read, their importance in children's intellectual development, the learning mechanisms involved and the external factors that influence them, and signs that could indicate a learning disability.



Literacy Development.

Retrieved October 17, 2014 from

<http://literacy.nationaldb.org/index.php/literacy-development-continuum/>

Literacy behaviors and skills follow a developmental progression through particular stages. Even though movement through the stages is likely to be much slower for children with complex learning challenges, the behaviors and skills described in each stage are fundamental, regardless of age. Published by Literacy for Children with Combined Vision and Hearing Loss.



Stages of Reading Development. (2012) Pacific Resources for Education and Learning


Retrieved April 4, 2015 from



<http://www.readingrockets.org/article/stages-reading-development>


The Stages of Reading Development is a continuum that explains how students progress as

readers. These stages are based on the students' experience and not their age or grade level. Knowing these stages is helpful when developing materials for specific types of readers.


Interest in communication

 McGrath, Kim (2013). **Show interest in communication** (15 videos). Retrieved October 17, 2014 from <http://www.learnquebec.ca/language-development#content-188721>


 McGrath, Kim (2012). **English Language Learners in Kindergarten**. Retrieved June 27, 2017 from  <http://www.learnquebec.ca/esl>

 Kim McGrath (2013) **Paying attention to the message: video 3**. Retrieved October 17, 2014 from <http://www.learnquebec.ca/language-development/#language-e2-kf1>

The third video in this playlist illustrates a simple strategy to help children speak in turn.

 MacDonald, Barry. (2013). **Look at me when I'm talking to you**. Retrieved 20 February 2015 from http://www.mentoringboys.com/newsletter/2013/November2013_DemandingEyeContact.pdf

Barry MacDonald looks at the question: "Does demand for eye contact lead to better understanding?" It seems that the request to "look at me when I'm speaking to you" may actually sabotage our intent to get the message across by adding emotional intensity to an already emotionally charged situation. He provides food for thought while challenging some of our assumptions on the topic.

 **How to Read Aloud to a Classroom of Children**. Retrieved October 17, 2014 from <http://library.sd.gov/LIB/CYS/tipsheets/ReadAloudClassroom.pdf>

From South Dakota State Library, 10 things to keep in mind when reading aloud to a classroom of children.

 MacDonald, Barry (2012). **Twelve tips to encourage young boys to read**. Retrieved 20 February 2015 from http://www.mentoringboys.com/newsletter/2012/June2012_BoysRead.pdf

Data from across Canada highlight a disturbing trend: boys are struggling increasingly with reading comprehension. Barry MacDonald examines some strategies that can be used to scaffold their developing literacy and sustaining their motivation to read in a variety of contexts.

Children's books



Cook, Julia. (2008). **My Mouth is a Volcano!** Chattanooga: National Center For Youth Issues. Available on-line at http://catalog.ncyi.org/products/story_books/1155232514

Louis always interrupts! All of his thoughts are very important to him and when he has something to say, his words rumble and grumble in his tummy, they wiggle and jiggle on his tongue, and press firmly against his teeth, right before he ERUPTS (or interrupts). His mouth is a volcano! But when others begin to interrupt Louis, he learns how to respectfully wait for his turn to talk. Told from Louis' perspective, this story takes an empathetic approach to the habit of interrupting and teaches children a witty technique to help them manage their rambunctious thoughts and words.