

**Questions:**

**Q: Does it matter if the language spoken at home is different from that at school/in the community?  
How do we support parents who are not English speakers?**

A: Children are so fertile to language during the first year of life that they would learn several languages at the same time if there were someone consistently speaking these languages to them. When children experience a home language that is different from their school language they will most likely learn both languages. These children often take longer to demonstrate their use of language than their peers -- they begin speaking more fluently at age 3 as opposed to age 2 when most children begin using language well. (PS)

No it does not matter if the language spoken at home is different. Research shows that families should share the language they know best. The reason is that it is important for the child to hear more language and more vocabulary words. Then when they arrive at school, they will know more vocabulary, but will need to learn how to translate it. For more information, contact the book *One Child Two Languages*. *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language* by Patton Tabors. Ed.D. (SMcN)

**Q: Is there going to be a Spanish version for this wonderful program?**

A: The reproducible from the manual are translated into Spanish and will be available online. The storytimes are not translated at this time due to the nature of the rhymes & songs.

**Q: Do you have any tips on how to get parents into the school library (where I am) without having them feel put down?**

A: My experience with this – rely on other parents to get them there. At one large inner city school district I worked with, I wanted to go in and do early literacy training for parents. The head of the school libraries said “no” which shocked me. Her reasoning (again this was an inner city school system and most students were African American or of Spanish or Mexican descent.) She said, “Parents do not need one more white educated person telling them what they should be doing with their children.” So she had me train the parents that were involved with the “Parents as Teachers” program and THEY did early literacy training for the parents. It was fairly successful overall.

One other idea — have them feel like they are helping you in some way. In other words, “I know you want what is best for your child. And, I know you realize how reading is the key to success for your child with all other subjects. We have some ideas for helping your child become a successful reader, but need your assistance...” (SMcN)

**Q: How do I get the manuals & the CD Sue spoke about at the end of the seminar?**

A: Visit [upstartpromotions.com](http://upstartpromotions.com) and search: Very Ready or <http://upstartpromotions.com/upstart/pages/vrrp/>

**Q: What do you have on a take home sheet?**

A: Ideas for ways to share the 7 early literacy skills for that week along with all the rhymes and songs that were presented in that storytime. For examples of the Caregiver Tip Sheets, look in the Sample Downloads section on this page: <http://upstartpromotions.com/upstart/pages/vrrp/>

**Q: Where can I find the typical working vocabulary for adults?**

A: There is a great disparity in this number because researchers define vocabulary differently—working vocabulary, productive vocabulary, expressive vocabulary, receptive vocabulary and even word families. I was speaking of productive vocabulary—or working vocabulary defined as words we use consistently in speech. Here are a few references:

URL: <http://www.colorincolorado.org/educators/teaching/vocabulary/>

References for website above:

August, D., Calderón M., & Carlo M. (2002) *The Transfer of Skills from Spanish to English: A Study of Young Learners*. Center for Applied Linguistics, Washington, D.C.

Biemiller, A. (2001). "Teaching Vocabulary: Early, direct, and sequential." *American Educator*. Spring 2001. (25)(1): 24-28, 47.

Calderón, M., August, D., R. Slavin, A. Cheung, D. Durán & N. Madden (2005). *Bringing words to life in classrooms with English language learners*. In Hiebert, A & M. Kamil (eds.) *Research and development on vocabulary*. Mahwah, NJ: Lawrence Erlbaum.

This article gives a good overview but it not the specific quote I used. I think it presents a fair case about why there are disparities in research.

<http://www.balancedreading.com/vocabulary.html> (also used for kindergarten vocabulary level above)  
(PS)

Here is another source: <http://www.economist.com/blogs/johnson/2013/05/vocabulary-size>

**Q: When we get toys for the children to play with those toys either get broken or taken. What do you do to avoid these issues?**

A: Pick educational toys that are sturdy and have few parts to prevent loss and breakage. You might want to store them in hang-up bags with security strips on also to prevent loss. One good source for toys that are well made is those by Melissa and Doug. In our manual, we have recommended toys for developmental stages. (SMcN)

**Q: When you have a chance, can you tell us how to get to the Baby webinar? I couldn't find it on the Upstart site?**

A: You can view past Upstart webinars on-demand anytime at [http://upstartpromotions.com/upstart/pages/webinar\\_listings/](http://upstartpromotions.com/upstart/pages/webinar_listings/)

**Q: Where did the 3/5th statistic come from?**

A: Children enter kindergarten with about 3,000 words of working (productive) vocabulary (words they use consistently — not words they understand). This is approximately 3/5 of the productive vocabulary they will acquire over a lifetime.

Here is one source:

[http://www.americanprogress.org/issues/2009/05/pdf/elt\\_may09.pdf](http://www.americanprogress.org/issues/2009/05/pdf/elt_may09.pdf)

Putting the Pieces of the Puzzle Together  
How Systematic Vocabulary Instruction and Expanded Learning  
Time Can Address the Literacy Gap

Other information:

<http://www.balancedreading.com/vocabulary.html> (one of my favorite references--shows the disparity of research on this subject due to variables (definition of language, use of word families, etc.)

URL: <http://www.colorincolorado.org/educators/teaching/vocabulary/>

Hiebert, A & M. Kamil (eds.) (2005) *Research and development on vocabulary*. Nahwah, NJ: Lawrence Erlbaum.

<http://www.bbc.com/news/health-24446292> (this article is speaking of receptive vocabulary as opposed to expressive)

Louisa Moats does research on the gap between advantaged and disadvantaged children - she calls it "word poverty" [http://teacher.scholastic.com/products/texttalk/pdfs/TextTalkEfReport\\_0305.pdf](http://teacher.scholastic.com/products/texttalk/pdfs/TextTalkEfReport_0305.pdf)

Hart and Risley (1995 study) - 3-year-olds in higher SES families had vocabularies as much as five times larger than children in lower SES families ---  
<https://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf>

This article sites number of words for different SES  
<http://www.zerotothree.org/public-policy/policy-toolkit/early-literacywebmarch1-6.pdf>

Children from non-interactive homes go to Kindergarten with a 1200 word vocabulary vs. interactive homes sending on their children to school with over 3000 words.  
<http://www.coloradoepic.org/pueblo>

**Q: Where on the making learning fun website can we find the story cut-outs?**

A: Under the Activities and Felt Board Patterns — there are many options for many stories!  
<http://www.makinglearningfun.com/themepages/FeltBoardPrintables.htm>

<http://www.makinglearningfun.com/themepages/BookPrintables.htm>

**Q: Will we receive a certificate of completion for this webinar?**

A: We currently do not provide certificates, but you should have received an email the day after confirming your attendance. If this is not sufficient, please email us at [webinar@upstartpromotions.com](mailto:webinar@upstartpromotions.com) and we can provide a personalized letter for your records.

**Q: At what age do you think it is appropriate to introduce movements, such as dancing, into storytimes?**

A: I would introduce movement as soon as the child is able to! For dancing, obviously they would need to be able to walk, but simple open and close hand movements can begin at the older toddler stage and definitely by age two. (SMcN)

**Q: Would this program work well for outreach programs, where we go out into the community to host storytimes?**

A: Most definitely — we have an entire section in the manual on outreach, but you can also use the storytimes in programs off-site. Just take copies of the take-home sheet with you if possible. And, it does not matter if you have a series of programs or not. (SMcN)

### **Ideas from the Audience:**

**Idea: I love singing (both with and without CDs) and using shaky eggs (which can be found on Oriental Trading)**

Response: Great idea. There are several sources of shaky eggs. Some other good sources for simple musical experiences are: [www.westmusic.com](http://www.westmusic.com) AND <https://www.musicmotion.com/>

**Idea: I use 2 pipe cleaners twisted together to hold bells (or streamers). I have the ends where the bells are so they don't run into that sharp end. Each is two colors, so we can use that also!**

Response: Great idea as well!

**Idea: I love Rhyming Dust Bunnies! :)**

Response: Us too! It is a perfect book for phonological awareness!

**Idea: I just did 3 Little Fishes today — with puppets :)**

Response: Cool! It's a great book for storytime.

**Idea: We have puppets, toy babies, and finger puppets with a table top theater. These are available for the children to play with when they come in for a visit.**

Response: That's great! Wonderful for narrative skills.

**Idea: We've got some great play centers built by Burgeon company which includes puppet stages, hands-on activities, felt board, etc. Last summer we had a dress-up basket related to our SRP theme that the kids loved. Planning some mini labs for this summer's STREAM theme (i.e. touch-n-feel boxes, gears, etc.)**

Response: They sound fantastic!