



*In a No Shhh Zone, you create a place where children have the power to hear and use language.*

Read Right from the Start teachers are committed to creating the No Shhh Zone. Here are some questions you may have before you get started.

### 1 What is a No Shhh Zone?

A classroom where children are not told to be quiet, but instead are given a chance to hear and use language all day during all activities.



### 2 Won't a No Shhh Zone be a loud, distracting classroom?

Not in our experience. A No Shhh Zone doesn't mean you never ask children to listen. Listening is an important skill as well.

Think of the No Shhh Zone as a place where practicing language is the goal. But it isn't a free-for-all! Keep to your daily schedule and do intentional planning for the specific language you will push-in and pull-out. Create language-focused activities that encourage children to use sophisticated vocabulary.

### 3 What can I do today to start creating a No Shhh Zone?

Just start! Make the decision tomorrow not to say "shhh" in your classroom. Then get to work making a language-rich environment. Choose some Tier 2 words today and figure out how you can push-in those words tomorrow. It's often helpful to start with a storybook. Look through a storybook you're planning to read with the children and decide which Tier 2 words either from the story or related to the story you can push-in as you read.

Eventually, start designing a whole week of your lesson plans around a few different Tier 2 words, planning centers and small group activities that will give children the opportunity to use the new vocabulary.





*You can start building children's vocabulary now by having meaningful conversations with them. The TALK strategy will help you have these conversations and build a strong foundation for literacy.*

**Tune-in:** Find ways to enter the child's world and start a meaningful conversation. Follow these steps:

- Observe closely and wait for the best time to join
- Make a comment about what s/he is doing or what s/he is interested in
- You can say, "I see that you..." or "I notice that you..."

**Ask questions:** Ask open-ended questions to encourage children to talk more and express their own thoughts. You can provide support with these safety nets:

- Either/or questions
- Fill in the blank statements

**Lift language:** Model more complex language that you want children to use. You can use these strategies:

- Build Up and Break Down
- Restate
- Parallel Talk
- Self Talk

**Keep it going:** Try to have at least five back and forth exchanges on a single topic.

## Examples of Strategies for Lifting Language

### Build Up and Break Down

"The food we've made together looks *appetizing*. When something is appetizing, that means it will taste good."

### Restate

Child: "My picture is like hers."

Teacher: "Yes, your pictures are *similar* to each other."

### Parallel Talk

"I see that you are *organizing* your vegetables by their different colors."

### Self Talk

"I am pouring the water *gradually* so that it doesn't spill out of the plant."

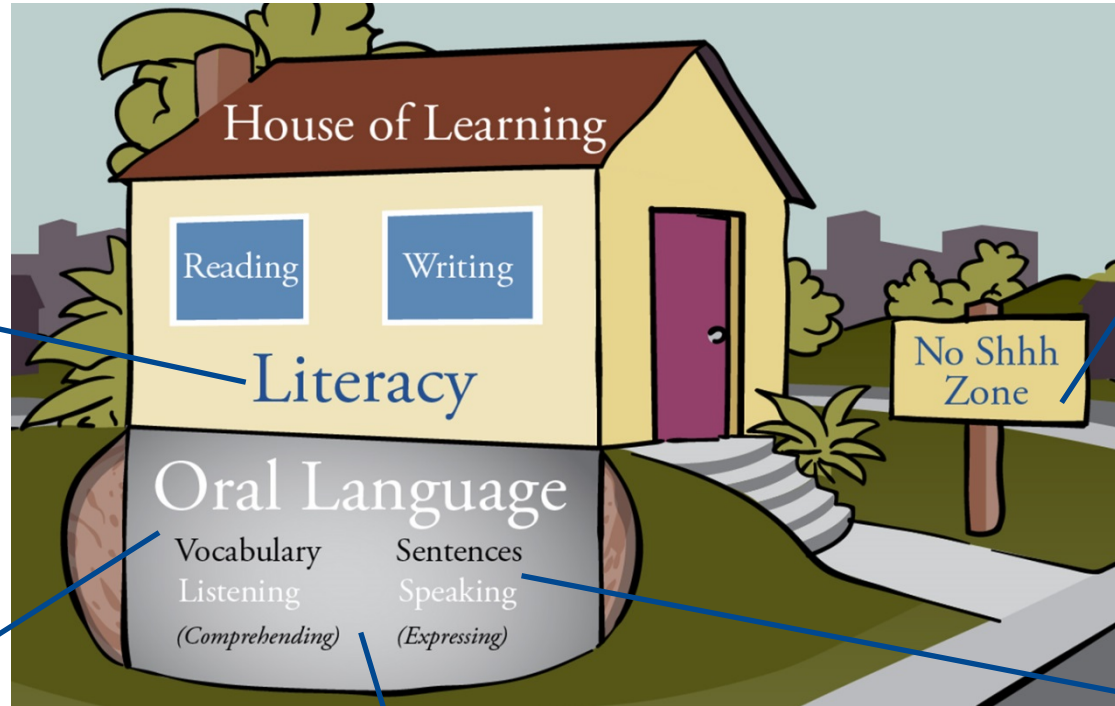
# Strive for Five



*As the foundation of the House of Learning, oral language prepares children for literacy.*

**1** Literacy is made up of reading and writing. When you read, you take in information and make sense of it. We call this a *comprehending* skill. When you write, you are communicating information, so we call this an *expressing* skill.

**2** Oral language is the foundation of the House of Learning. Children who can't yet read or write are preparing for literacy.



**3** Like literacy, oral language is made up of two types of skills: comprehending and expressing. In oral language, the comprehending skill is listening. The expressing skill is speaking. Listening develops skills children will need when they learn to read, and speaking prepares children for writing.

**5** It's important to treat your classroom like a No Shhh Zone where you provide many opportunities for children to speak.

**4** Both oral language and literacy rely on sentences and vocabulary. It's important to model complex sentences and rich vocabulary for children when you speak to children. If you push-in this type of language, you can also pull it out of the children in your class.



## Guide to Responsive Interactions Throughout the Day

Opportunities in your daily schedule	Tips for Responsive Interactions	Vocabulary to Highlight	Examples of responsive interactions that strengthen positive relationships and build language
<b>Arrival</b>	<ul style="list-style-type: none"> <li>• Greet each child by name</li> <li>• Pronounce their names correctly</li> <li>• Greet families and support children as they separate from families</li> <li>• Greet children and families using some words in their home language</li> <li>• Tune in to children and acknowledge their feelings</li> <li>• Tune in to special things going on at home that the family might be sharing with you</li> <li>• Comfort children and help them adjust to their classroom</li> </ul>	<p>welcome happy waiting arrive wave bye-bye love miss visit meet friends sad disappointed hug comfortable</p>	<p>“Welcome (name of child), I’m so happy you’re here!”          “I have been waiting for you to arrive.”          “Hola, buenos días, ¿cómo estás?” (<i>Good morning, how are you?</i>)          “I will hold you now so mommy/daddy can go to work. Let’s wave bye-bye to (family member). Let’s say, ‘We’ll see you when you come back.’”          “I love you and I will see you when you come back.”          “I know you miss mommy/daddy. That’s because you love them so much.”          “Come in and visit your new classroom.”          “Let’s meet your teachers and friends.”          “I know you are sad. You feel disappointed when your (mom, dad, grandmother, etc.) has to leave.”          “Would you like me to give you a hug? I want to help you feel comfortable. I want you to feel better.”</p>
<b>Diaper Changing</b>	<ul style="list-style-type: none"> <li>• Maintain eye contact</li> <li>• Use child-directed speech</li> <li>• Pair touch with language</li> <li>• Talk about what the child is doing</li> <li>• Talk about what you are doing</li> <li>• Sing songs or say nursery rhymes in English and in children’s home</li> </ul>	<p>change diaper comfortable safe remove wet dry smile sing</p>	<p>“I’m going to change your diaper so you will be comfortable.”          “I will be right here to keep you safe.”          “Let’s remove this wet diaper and put on a dry diaper.”          “I see your big smile. You like to hear me sing to you.”</p>



	<p>languages</p> <ul style="list-style-type: none"> <li>● Use a few words in the child’s home language</li> </ul>		
<p><b>Indoor Activities:</b> Tummy Time Play Time Center Time Small Groups</p>	<p>Build conversations around children’s interests and join in their play:</p> <ul style="list-style-type: none"> <li>● Tune in to children and talk about what they are interested in</li> <li>● Honor all attempts to communicate</li> <li>● Use child-directed speech and pauses between sentences</li> <li>● Use touch accompanied with talk</li> <li>● Use gestures to accompany talk</li> <li>● Focus conversation on what child is interested in (adults and infants or toddlers talk about the same object)</li> <li>● Join in children’s play, become part of their world</li> <li>● Accept DLLs language mixing or code switching</li> <li>● Sit with the children and guide and support their interests and exploration</li> <li>● Always, focus on interacting with the children in responsive and loving ways</li> </ul>	<p>see look play ball shelf waving smiling yes roll ready caught hands rolled again ready ball laughing fun waving turn</p>	<p>Example: “I see you looking at the ball on the shelf.” “Would you like me to play with the ball?” “You’re waving your hands and smiling. You are telling me ‘Yes.’” “This ball is for rolling. I will roll it to you. Here it comes! Are you ready?” “You caught the ball with your hands. Can you roll it back to me?” “You did it! You rolled the ball to me! Let’s do it again! Are you ready? Watch, here comes the ball!” “I hear you laughing! You are telling me that you are having so much fun!” “I see you waving your hands! You are ready for me to roll the ball. Here it comes again! It’s your turn now.”</p>
<p><b>Book Sharing</b></p>	<ul style="list-style-type: none"> <li>● Create language around children’s books</li> <li>● Include books in the languages and of</li> </ul>	<p>book cover open</p>	<p>“I see you looking at the book on the shelf.” “Let’s read the book together.” “Let’s open the book and turn the page.”</p>



	<p>the cultures represented in the classroom</p> <ul style="list-style-type: none"> <li>● Ask families or community volunteers to read to the children in their home languages</li> <li>● Tune In to children’s interests</li> <li>● Point to illustrations as you say words</li> <li>● Act out the meaning of words as you say them</li> <li>● Tell the meaning of key words in book</li> <li>● Encourage children to point to pictures that show meaning of key words or, if they are talking, to use key vocabulary to name pictures</li> <li>● Ask simple questions about events, characters’ actions, or feelings</li> <li>● For rhyming books, also read for rhythm and rhyme</li> </ul>	<p>turn page picture who where read</p>	<p>“See the picture of the baby here?” (<i>point to the picture of baby as you say the word baby</i>)          “The baby thinks something is funny. Look at her laughing.” (act out laughing)          “We read the whole book! Let’s talk about it.”          “Look at this page again. Where is the baby?” (child points to picture of the baby)          “Yes, there is the baby. What is she doing?” (child responds)          “She’s laughing isn’t she? She’s going ‘Ha-ha-ha!’”</p>
<p><b>Hand-washing</b></p>	<ul style="list-style-type: none"> <li>● Use every moment to engage in responsive interactions</li> <li>● Sing songs or say rhymes, including in the children’s home languages</li> </ul>	<p>wash hands clean wet water squirt soap hands scrub rinse bubbles</p>	<p>“Let’s wash your hands so they will be clean.”          “Let’s wet your hands with water and squirt some soap inside your hands.”          “Let’s scrub, scrub, scrub so we can make lots of bubbles. See the bubbles?”          “Let’s rinse off all the bubbles under the water.”          “Vamos a lavar las manos ahora.”          “Your hands are wet. Let’s use this paper towel to dry them.”          “Now your hands are so clean and you are ready to eat!”</p>



		dry towel	
<b>Meal Time/ Snack Time</b>	<ul style="list-style-type: none"> <li>• Sit with the children and make face-to-face contact</li> <li>• With infants and young toddlers talk about what's happening now</li> <li>• With older toddlers talk about recent experiences (past or future)</li> <li>• Use some words in the home language</li> </ul>	hungry lunch yummy eat picking up fingers independent fork spoon	"I can see you are so hungr, and you are ready to eat lunch." "Are you ready to eat your yummy _____? I'm ready to help you eat. Tastes these yummy carrots!" (infants) "Look at you picking up your beans with your fingers!" (young toddlers) "You are so independent. You can use the fork all by yourself!" (older toddlers) "Tell me about what you did on the playground this morning."
<b>Preparation for Nap</b>	<ul style="list-style-type: none"> <li>• Using a calm nurturing, loving, voice</li> <li>• Assist children with getting settled with their mats and blankets</li> <li>• Comfort children by singing calm songs or saying naptime rhymes</li> </ul>	tired sleepy comfortable rest blanket cozy waiting	"I see you are tired. You have had such a busy day. You can take a nice rest now." "I will help you get comfortable. Would you like me to cover you up so you will feel nice and cozy?" "I hope you have a nice rest. I will be here waiting for you to wake up."
<b>Outside Time</b>	<ul style="list-style-type: none"> <li>• Engage in responsive interactions with children</li> <li>• Use every moment to build positive relationships with children and build language</li> </ul>	sky clouds trees birds planes play walk run climb jump up down slow	"Look up. What do you see?" "We can see the great big sky! It is so big!" "I see some clouds and the bright sun is shining. What do you see?" "Let's take a walk together and explore the playground." "Watch me run, jump, and climb! I can jump fast and I can jump slow!"



		fast assist	
<b>Departure</b>	<ul style="list-style-type: none"> <li>• Make a connection with the child before he/she leaves for the day</li> <li>• Assist them with gathering their belongings</li> <li>• Let them know that you will be looking forward to seeing them when they return</li> <li>• Connect with families – take time to share some highlights of the child’s day</li> <li>• Say good bye in the children’s home languages</li> </ul>	home school fun today morning glad waiting	<p>“Look who’s here to pick you up and take you home again!”</p> <p>“I had so much fun with you today at school.”</p> <p>“I can’t wait to see you when you come back.”</p> <p>“Llegó Mami.” (<i>Mommy’s here</i>)</p> <p>“I will be waiting right here for you in the morning.”</p> <p>“Let’s tell your mommy all the things you learned today.”</p> <p>“Mom, we are glad to see you. How was your day?”</p>





# Reading Books with Dual Language Learners

For all reads: Engage children and gain their attention using a related song or finger play

## 1. Introduce the book in the home language.

If you speak the children's home language(s), introduce and read the book in the home language before reading it in English (prior to first read).

If you don't speak the home language, think of someone who can read the book with DLLs in their home language – perhaps a family member, community volunteer, or other staff

## 2. Introduce focus/target vocabulary words before the read, and pair the words with visuals.

Print out an image that represents each focus word.

Before reading, introduce focus vocabulary using pictures. Say the word in English and in home language(s) of children and talk about what it means, using tier 1 words.



Example:  
variety/la variedad (Spanish)

## 3. Do first read of the book in English with DLLs in small group.

This will facilitate comprehension and participation.

## 4. Make connections across languages.

Identify a few target words, including some Tier 1 words, and phrases in the book and learn these in the home language, to help children make connections across languages.

Be intentional in expressing these connections, as you read.  
Example: "*The little bear went to the **dentist**. That's **dentista** in Spanish.*"

## 5. Support your read with props.

Before reading, prepare a few props that relate to the story and will help make it come to life for DLLs. Use the props as you read the story, to reinforce meaning.

Invite children to actively participate and retell the story using the props you have already introduced.

**Plan ahead! Identify the resources you will need to make the book more accessible to DLLs and make a plan for how you will obtain these resources.** (e.g., someone to read to DLLs in their home language; materials (e.g., props, and other visuals); learn/look up a few important words in the children's home languages; find out if book is available in home languages of children)



# TIPS: A Strategy for Reading Books with Infants & Toddlers

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## TUNE-IN

### Connect with the child and a book!

- Engage in a playful and loving interaction:
  - Get on the child's level
  - Establish eye contact
  - Connect through touch and hugging/cuddling
  - Maintain a loving, joyful, engaging, and playful facial expression
- Choose a book and be a knowledgeable guide or follow the child's lead
- Capture the child's/children's interest in the book you have chosen
  - Sing a song, do a familiar finger play

*Example: "I see you looking at me! I bet you would like to read a book with me!"*

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## INTRODUCE THE BOOK

### Introduce the book!

- Call attention to the cover of the book as you name the title.
- Using the cover illustration, tell what the book is about and set the purpose for reading.

*Example: "See the baby boy and his daddy here (point to picture). This book is about a daddy who loves his little boy's face. It's called Pretty Brown Face. I wonder what this daddy loves about his little boy's face. Let's read the book and find out."*

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## PROMOTE LANGUAGE

### Read the book!

- **P.A.T.** the vocabulary:
    - Point to the pictures as you say the words.
    - Act out words with gestures, facial expressions, or voices.
    - Tell the meaning of words.
  - Explain what is happening on each page as you read the book.
  - Use Think-Alouds to explain character's actions and feelings.
  - Connect events.
  - Always use child directed speech, touch, and a joyful nurturing voice.
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## SUMMARIZE THE BOOK

### Summarize the book!

- Flip back to some of the previous illustrations and pair with target vocabulary.
- Encourage the toddler to point to pictures that show the meaning of key words in the book.
- Ask simple questions about events, characters' actions, or feelings.
- Respond to the child's answers by promoting language:
  - Acknowledge answer or give the answer for infants and young toddlers
  - Model vocabulary and well-formed sentences