Talk! Talk! Talk!

One way to help ALL students develop language is to TALK to them.
Ask them QUESTIONS throughout the day and have CONVERSATIONS with them.
English Learners and other students who may be hesitant to talk may benefit from low pressure conversation settings such as small groups, one-on-one, and talk during play.

Activity	Language Prompts	Examples
Arrival/Dismissal waiting for the bus/Waiting in line/Transitions	Questions: ❏ What do you think we will **learn** today? → ❏ What do you want to **play with** today? ❏ Who are you going to **play with** today? → ❏ How are you feeling today? Why? Skills: ➔ Say the ABCs. ➔ Count as high as you can. ➔ Sing songs or do fingerplays ➔ Naming friends in the class.	I think I'm going to learn more about numbers. I hope I get to play with Dylan.
Dramatic Play	Questions/Prompts: ❏ What are you pretending? → ❏ What are you wearing? What is that for?→ ❏ What will you do next? Skills/Vocabulary: ➔ Share names of objects and teach action words that are related to the theme of the center. ➔ Turn taking in conversation and with toys.	I am cooking in the kitchen. I make dinner. I like to eat pasta. This is a hat for cooking. Is it a chef's hat? This is a whisk, it is for stirring and mixing food. Ana will use it first, then Abdi can have a turn.
Snack Time	Questions: ❏ What do you think we are having for snack today? ❏ What should we do first? → ❏ You tell me what to do first, next, then... Skills/vocabulary: ➔ How many ..... do you think we need? → ➔ Have them count the food. → ➔ Have them ask for what they want or need.	First we need to get cups out. Then we can put the goldfish into the cups. After that we can pour the juice. We need 20 cups. There are 15 goldfish in the cup.

Activity	Language Prompts	Examples
Books	Questions: ❑ What do you think this book will be about? → ❑ Who are the most important people or animals in the book? ❑ What do you think will happen next? ❑ What happened in the beginning, middle, and end? ❑ Does the story remind you of anything that you know? Can you make a connection? →	I think Curious George is going to get into trouble at the zoo. I went to the zoo and saw the gorillas. I liked them!
Puzzles and Games	Questions/Prompts: ❑ How do we play this? ❑ What do you think goes next? ❑ Is that the right spot for that piece? How do you know? → ❑ That piece is a tricky one. You are working hard to find where it goes. How are you feeling? → Skills/Vocabulary: ➔ Emotions/feeling words ➔ Turn-taking and perseverance	It has a straight side here and two bumps. It fits in this spot. You were frustrated that it didn't fit but you kept trying. You were patient, waiting for your turn. I am mad. I didn't win. I am proud that I finished the puzzle.
Building/Blocks Center	Questions/Prompts: ❑ What are you making? ❑ How will you decide what is next? ❑ How can you make it work? Skills/Vocabulary: ➔ Technical vocabulary ➔ Adjectives/descriptive language	I think the blue block can go next. It will fit on top of the green block. You can *balance* that block on the top. You are using a *rectangle shaped* block. The tower is taller than you are. That block is long, flat, and purple.
Playground/Outdoors	Questions/Prompts: ❑ What is the weather like today? ❑ How does it feel outside? → ❑ How can we be safe on the slide? ❑ What are the rules for the swings? Skills/Vocabulary: ➔ Safety vocabulary → ➔ Outdoor/nature/weather vocabulary	The air feels cool and I see red and yellow leaves. It is fall now. Summer is over. I am careful on the swings. I watch out for my friends.