

Language Scaffolding Strategy	Implemented in a Classroom
Narrate Events	<p>Narration is like being a commentator for a sports event heard over the radio. Your role as narrator is to talk about everything that the child is doing as if you were describing it to someone who is not in the room to see it. The goal of narration is to pair the child's play and actions with the appropriate language. As a child repeatedly hears the words that go along with what he/she is doing, that child is more likely to use more productive language about his own play. For example, if children are in the block area, you can narrate by saying, "Look how Jimmy is taking the red block and placing it on the very top of the tower. Oh no! I think it's going to fall! Crash!! The tower fell to the ground."</p>
Use Specific Language	<p>When talking to children, you should be as specific as possible with the language you use. You should avoid using general, non-specific words (e.g., that, there, and it). For example, rather than saying to a child, "Can you please put <i>that</i> over <i>there</i>?" be specific and say, "Can you please put the <i>book on my desk</i>?" This way, children will hear the names of objects over and over. The more children hear a word being used correctly, the more likely they will be to use that word properly on their own.</p>
Expand Child's Response	<p>Expansions occur when an adult fills in the missing features of something a child has said, along with repeating the child's utterance. For example, if a child says "ball," the adult may expand on that by saying, "Yes, I see the small red ball." In this way, the adult is acknowledging what the child has said and exposing him or her to more descriptive language. When you expand on a child's utterance, you should <i>always</i> include the word or words the child said in his or her original utterance.</p>
Provide Opportunities where Help is Needed	<p>There are times when you can set up situations so that children will need to ask for assistance which is likely to encourage communication. Presenting attractive materials that require assistance to operate can encourage children to communicate their need for help from adults and peers. For example, during outside play, you can give a child a bottle of bubbles with the top screwed on too tightly. If the child wants to blow bubbles, he or she will have to ask for your assistance in opening the bottle. Keep in mind that some children may not have the language skills to ask for help. Therefore, it may be necessary for you to model how to ask for help. For example, if you notice a child becoming</p>

	frustrated because he or she wants to blow bubbles but is unable to open the bottle, you might say, "It looks like you are having difficulty opening the bottle of bubbles. Would you like to ask for help?"
Model Desired Response	Model Desired Responses – You can use modeling to demonstrate to children a sound, a word, or language form that they do not yet produce on their own. Modeling can also be used to demonstrate to children what it is they are expected to say or do. You can model appropriate behaviors and language by taking the first turn in a game, correcting an incorrect word pronunciation, or by having a child repeat a grammatically correct sentence. For example, if a child points at a picture of a star and says, "Look! It's a tar!," you may reply, "Yes, I see the star. Can you say 'star?'" This encourages the child to pronounce the word correctly.
Encourage Peer-to-Peer Conversations	Encourage Peer-to-Peer Conversations – Encouraging peer-to-peer interactions gives children the opportunity to interact and converse with one another. For example, if a child comes to you and says, "I want the red crayon," you could redirect the child to the other child who has the red crayon. You could say, "Ask Brett, 'May I use the red crayon when you are finished?'"
Promote Choice Making	Promote Choice Making – There are many times throughout the day when you can offer choices of two or more objects to children. Some of these choices include materials during play activities or foods during snack time. Children are most likely to make a choice when a preferred object is presented with a non-preferred object. During snack time, you can offer a choice by saying, "Would you like the raisins or goldfish?" Then encourage the child to verbalize his/her choice. Keep in mind that children are more likely to communicate their desire for preferred objects.
Create Silly Situations	During a daily routine, set up a situation that is silly or out of the ordinary. The implementation of this activity is most effective when used during a familiar routine. For example, during morning circle, you can ask the children to get their blankets and go to their spots for nap time. This creates an opportunity for the children to explain the absurdity of the situation! When you create a silly situation, you are encouraging children to verbalize an explanation which contributes to language development.

<p>Present Vocabulary with Pictures or Objects</p>	<p>Present Vocabulary with Pictures or Objects – Pair actual objects (when possible) or pictures of objects with new words. Children are more likely to learn the meaning of a word or the function of an object when the actual object/picture is present. In this way, children can pair what you say about the object (auditory input) with what the object looks like (visual input) and what the object feels like (tactile input). For example, while holding the broom in the housekeeping center, you could say, “This is a broom. We can use it to sweep up dirt from the floor.”</p>
<p>Alter Routines</p>	<p>Alter Routines – Altering routines is purposely creating a circumstance where something is out of the ordinary. One way to implement this activity is by not giving the children all the materials they need to carry out a familiar activity, which gives children the opportunity to make a request. This is an effective prompt for language when the cues are obvious. For example, during a painting activity, you can provide the children with smocks, paper, and a paintbrush, but “forget” to supply the children with paint. This would give the children the opportunity to request the paint. Please keep in mind that the children must be familiar with the routine before it is altered.</p>