

TOP

Tips on parenting



IN THIS ISSUE:

1

Parental Tips for Enhancing Print Awareness, Phonological Awareness, and Oral Language Skills in Young Children Learning English as a Second Language

4

Ten Tips for Successfully Sharing Stories with Children

6

Science Corner: Thinking Like a Scientist



TOP is published & produced by:
The Emma Eccles Jones Center
for Early Childhood Education at

Utah State
UNIVERSITY.

Parental Tips for Enhancing Print Awareness, Phonological Awareness, and Oral Language Skills in Young Children Learning English as a Second Language

by *Crystal Torti and Yvette Carrasco*

Young children have the monumental task of learning their native language. However, more non-English speaking children are now entering American schools and are required to develop skills in English as well. Teachers are finding themselves with students who are not proficient in any language (L1 or L2). According to Wong Fillmore (1991), this is happening because children are pushed into learning a second language without continuing development in their native language.

Cummins (1991) noted that the skills children develop in their native language are essential because they will transfer to skills needed in the second language. The intention of this manuscript is to serve as a guide for parents. Children need to acquire basic skills of language acquisition in their native language in order to be successful in learning English as a second language.

"Early language acquisition begins at home and occurs somewhat naturally...."

Parents of children learning English as a second language (ESL) can help their children develop language and literacy skills at home such as print awareness, phonological awareness, and oral language. The development of language in young children is important to future learning, and children who are learning English as a second language have the task of enhancing their first language and learning a second language.

Research has shown that children who develop adequate language skills are more likely to experience success when they begin reading (Lieberman, 1983; Roth, Speece, & Cooper, 2002; Snow, Burns, & Griffin, 1998). Early language acquisition begins at home and occurs somewhat naturally, through interactions with friends and family members (Hart & Risley, 1995; Lawhon, 2000). Children need these opportunities to develop their native language before they can master a second language. The skills learned in a native language will "transfer" to the new language, setting the foundation for future learning (Cummins, 1991).

Children develop phonological awareness in their native language that may also be applied to the sounds used in the English language (Gerston & Geva, 2003). All languages carry their own phonological characteristics, and it is imperative that young children are given opportunities to develop and manipulate the sounds of their native language. This will set the early foundation needed to acquire English as a second lan-

continued on page 2 ...



Parental Tips for Enhancing...

...continued from page 1

guage. Many parents are under the impression that learning is the schools' job, when in fact, parents can enhance the future success of their children by playing, singing, chanting, and teaching concepts such as "inside" and "outside" in their native language (Dickinson & Tabors, 2001; Minkel, 2002).

Studies have proven that phonological awareness is enhanced by reading to children. Therefore, children need to be read to regularly. Reading to children is one of the best ways to expose them to the various words, syllables, and rhyming elements of their language (Yeh, 2003). Reading to children also communicates that literacy is valued in the home. Quality children's books are available in various languages, so that parents may read to their children in their native language. Bedtime stories can be a relaxing end to a busy day while promoting language development. After a book is read, children need to be given ample time to respond and discuss the story. Parents can encourage the use of language by questioning and commenting on the story. Reading aloud with their parents should be enjoyable and relaxing for children. The most enjoyable books for children may be familiar stories they have heard time after time.

Singing, chanting, and rhyming are also fun ways to encourage oral language development. Children love to sing, and singing is a celebration of language. Parents can offer opportunities for children to sing along with favorite songs, make up silly songs, and play with rhyming words. Nursery rhymes are available for children to "play" with the words and sounds of the rhymes. Rhyming also offers the possibility of playing games. Children can use word families such as cat, mat, fat, and hat to build and tell stories. This encourages rhyme awareness within the language, while helping children acquire early reading skills such as phonological awareness.

One of the most important factors in developing language in young children is play experiences. Play can offer children opportunities to communicate and interact with others and their environment (Neuman & Roskos, 1992, 1997; Roskos & Neuman, 1993). These experiences can begin as infants, where parents create an environment that encourages playful activities and plenty of interactions during play episodes. Studies show that play experiences help children acquire vocabulary, listening skills, and other skills needed to develop and enhance their oral language (Morrison & Rusher, 1999). Parents can set up a play center at home that incorporates elements of school such as chalk boards and easels for "teaching" playmates or siblings, areas for reading and listening to stories, and an area for writing that has a variety of writing utensils and paper types for children to experiment with writing and communicating. Additional ideas for creating an interactive play atmosphere include: a kitchen area, a dramatic play area, and an area for developing art work. Socialization is essential in young children, and children learning English will benefit from a playful, non-stressful environment that encourages language usage. In addition to the physical environment, children also need to interact with

peers of their own age as well as adults. This will communicate to children that language is a vehicle for which to talk with one another.

A simple trip to the local grocery store or supermarket can be transformed into a learning experience for children. Instead of playing the radio in the car, parents can question the children about how long it will take to get to the store and how much money they will spend at the store. Questioning young children allows them to use language and enhances thinking skills that are so important. While driving, parents can point out signs and billboards, taking advantage of the environmental print to enhance their children's literacy skills. Children can be encouraged to play games and search for certain letters of the alphabet or words on signs and buildings. This can turn an ordinary trip to the supermarket into an exciting, educational experience for children. Print is everywhere, and parents can make use of this print to provoke language usage and help develop early reading skills in their children.

In conclusion, young children who are learning English as a second language need to be exposed to lots of oral and written language at an early age. These children need to be exposed to rich literature that encourages thinking and talking. Opportunities to use language must be given on an on-going basis, and children need to feel safe in their attempts to learn the language. Researchers have suggested that parents model the language and rephrase incorrect grammar back to the children. Children talk about anything and everything, repeat stories, and mock adult language usage. Also, parents who provide an environment that conveys the importance of literacy helps children learn that literacy is important and valued, and that language learning is an essential component to this life-long process of becoming literate. This message can be conveyed by reading to children and providing a print-rich environment. Using playful, stress free activities provides a surrounding that encourages oral language and helps children understand the importance of language.

Here are some specific tips for helping your child develop language and literacy skills at home:

1. Talk with your child and encourage conversation with her. Children learn their native language by using it.
2. Sing, chant, rhyme, and dance with your child. Children learn various sounds by "playing" with the sounds of their native language. For example, make up silly songs and encourage your child to sing them. This will be a fun and exciting experience for everyone!
3. Teach concepts such as "inside" and "outside", or "up" and "down" to your child. Make this a fun experience by playing a game or setting up an obstacle course to teach the concepts.
4. Read to your child, and be sure to give him sufficient time to discuss the story with you and ask questions after reading.

Singing, chanting, and rhyming are also fun ways to encourage oral language development.



Give TOP as a Gift!

TOP: Tips on Parenting newsletter Subscription Gift Certificates are available for purchase! To obtain a gift certificate, please call (435) 797-8629 or send e-mail to eejcenter@cc.usu.edu. You may also download a gift certificate in Adobe PDF format from our website at <http://www.coe.usu.edu/ecc/web/top.html>.

TOP Gift Certificates make great baby shower, birthday, thank you, and holiday gifts! An annual subscription to TOP (for yourself or for a gift) is only \$5.00.



5. Encourage play experiences by setting up a play environment. Some ideas for creating a playful atmosphere include: dramatic play areas with props and clothing; an outside water/sand area with plenty of toys to encourage engagement in play; and a school center with an easel and plenty of writing utensils and paper types.
6. Turn a simple trip to the grocery store or post office into a learning experience for your child. Ask questions such as, "How long will it take to get to the post office?" or "How much money do you think we need for the grocery store?". You can also have your child help write the grocery list and sort foods into categories. For example: fruits, frozen foods, dairy, and breads.
7. Take advantage of the print that is all around you. Encourage your child to read restaurant signs and billboards.
8. Show your child that literacy is important to you by having books, magazines, and newspapers available. Allow your child to see you engaging in literate activities such as reading and writing for various purposes. This will allow your child to see that literacy is valued in the home.

References

- Cummins, J. (1991). Interdependence of first- and second-language proficiency in bilingual children. In E. Bialystok (Ed.), *Language processing in bilingual children* (pp. 70-89). Cambridge, England: Cambridge University Press.
- Dickinson, D. K., & Tabors, P. O. (Eds.). (2001). *Building literacy with language: Young children learning at home and school*. Baltimore: Brookes.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore: Brookes.
- Lawhon, T. (2000). Creating language and print awareness environments for young children. *Contemporary Education*, 71(3), 5-10.

- Liberman, I. (1983). A language-oriented view of reading and its disabilities. In H. Myklebust (Ed.), *Progress in learning disabilities* (pp. 81-101). New York: Grune and Stratton.
- Minkel, W. (2002). It's never too early. *School Library Journal*, 48(7), 38-42.
- Morrison, G. S., & Rusher, A. S. (1999). Playing to Learn. *Dimensions of Early Childhood*, 27(2), 3-8.
- Neuman, S. B., & Roskos, K. (1992). Literacy objectives as cultural tools: Affects on children's literacy behaviors in play. *Reading Research Quarterly*, 27(3), 202-225.
- Neuman, S. B., & Roskos, K. (1997). Literacy knowledge in practice: Contexts of participation for young writers and readers. *Reading Research Quarterly*, 32(1), 10-32.
- Roskos, K., & Neuman, S. B. (1993). Descriptive objectives of adults' facilitation of literacy in young children's play. *Early Childhood Research Quarterly*, 8(1), 77-97.
- Roth, F. P., Speece, D. L., & Cooper, D. H. (2002). A longitudinal analysis of the connection between oral language and early reading. *The Journal of Educational Research*, 95(5), 259-272.
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Wong Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.
- Yeh, S. (2003). An evaluation of two approaches for teaching phonemic awareness to children in Head Start. *Early Childhood Research Quarterly*, 18, 513-529.

Additional Resources

- Cummins, J. (1979). The language and culture issue in the education of minority children. *Interchange on Educational Policy*, 10(4), 72-88. (ERIC Document Reproduction Service No. EJ233079).

continued on page 7 ...



Ten Tips for Successfully Sharing Stories with Children

by Rebecca McMahon Giles

As you sing with your child, recite nursery rhymes, talk about daily events, look at picture books, and encourage exploration with all manner of print materials, you are leading your child toward reading. By following the simple suggestions presented below you can continue to bring out the natural-born language learner in your child.

1. Begin reading early - the day your child is born. Because even the youngest children benefit from hearing the sounds of their parent's voice, it is never too early to start reading to your child. Dorothy Butler, author of *Babies Need Books: Sharing the Joy of Books with Children from Birth to Six*, asserts that books should be a vital part of children's lives from the earliest months. A small collection of classic board books makes a wonderful addition to any well-stocked nursery and enables you to start reading to your child from birth. Select books that are safe, sturdy, and that clean easily and that have bright, colorful illustrations or photos of familiar objects. For newborns, begin with "naming books" that often include a picture and a single word or sentence that reflects the child's own experiences, such as daily life, family members, animals, or food. By age two, children have developed an emerging command of language allowing stories to increase in length and difficulty according to individual listening capacity and understanding. Remember, the more a child hears by age 2, the larger his or her vocabulary will grow.

2. Read often - at least daily. Making reading a daily event will help make it a habitual activity for your child, so don't let a day pass without spending a few minutes sharing books. With proper planning, a time for reading can become an integrated part of any child's daily routine that is anticipated with pleasure by both the adult and child.

3. Read a little - even three to five minutes is beneficial. Read for short periods of time when infants, toddlers, and young children are most likely to sit still for a story, like just after a nap or before bed. Providing a toy to chew on or hold while reading may enable you to extend your reading time with infants and toddlers. If, however, the child becomes restless, distracted, or fussy, simply put the book aside and return to reading another time.

4. Make reading a warm, physical experience. Create a space in your home where you and your child can read comfortably without distraction. Then, plop your child down on your lap, cuddle together in a comfy chair, or get cozy on the couch. The special time you spend together reading may make more of an impression than the books themselves! According to Dorothy Butler, "There is no 'parent's aid' which can compare with the book in its capacity to establish and maintain a relationship with a child."

5. Make read aloud an enjoyable encounter. Put on a show! Use your voice to make the reading more entertaining by creating voices,

changing pitch, and varying rate. Since the reader's voice captures a child's attention even before he can focus on the pictures or text, the sound of language is the most important element. While adults can use their voices effectively to read any printed material, books that have rhyme, rhythm, or repetition are especially pleasing.

6. Involve your child in reading. Make sure that reading isn't just a passive activity by allowing youngsters to join in the fun. Interactive books (touch and feel, flap books, etc.) invite involvement, but any books can encourage participation. It is your responsiveness to the child's reactions that allows you to promote and positively reinforce contributions. Your child can provide assistance by reading along with sing-songy repetitive language, naming and pointing to things in the pictures or familiar words, and asking lots of questions.

7. Feel free to improvise! The more animated you are, the more your child will follow along. Be silly; use an accent, or add appropriate sound affects. It's show time, and that means veering from the text is OK. Inserting your child's name in place of a character or personalizing stories in other ways makes them even more meaningful.

8. Reread your child's favorites. While introducing your child to the wealth of variety available in children's literature is beneficial, rereading favorites is also advantageous. Children can develop an understanding of the basic concepts about print at a very early age through repeated interaction with familiar books. Research has found that rereading stories to young children enhances their emergent literacy skills by improving language and recall skills, while increasing their attention span.

9. Talk with your child before, during, and after reading. Fostering understanding begins with setting the stage prior to reading. So, make predictions, convert the title into a question, or preview the pictures prior to reading. Similarly, comprehension is increased when reading is followed by discussion and reflection.

10. Never stop reading aloud! Reading aloud appears to be the single most important activity for building the knowledge and desire needed for reading success. Don't deny your child the pleasure and benefit of being read with just because he or she has acquired the ability to read independently. Hearing stories, especially in the voice of a loved one, will always provide an enjoyable, shared love of reading. Try more "mature" reading material—poetry, children's magazines, chapter books—as read aloud options for increasing older children's vocabulary and listening comprehension, as well as building their oral language and expanding their conceptual knowledge.

~Rebecca McMahon Giles is a former pre-kindergarten and first grade teacher. She now teaches elementary language arts and early childhood courses at the University of South Alabama.





Keeping Kids Safe!

by Heidi Malloy, Ph.D.

Accidents are the leading cause of death among young children. Check out the following websites to help keep your children safe and healthy.

Children's Safety Network: National Injury and Violence Prevention Resource Center

<http://www.childrensafetynetwork.org>

The Children's Safety Network provides publications and resources on child abuse and neglect, bullying prevention, child development, child and adolescent violence, childhood injuries, school injuries, firearm safety, and suicide prevention. It also provides information on upcoming activities in schools and communities such as "No Name Calling Week" March 1-5.

Keep Kids Healthy: A Pediatrician's Guide to Your Children's Health and Safety

<http://www.keepkidshealthy.com>

Provides information for parents to keep children healthy and safe. Information includes articles on Attention deficit Hyperactivity Disorder (ADHD), childhood cancers, mental health, common illnesses, and safety for infants, children, and teens. Check out this website to learn about first aid, immunizations, and common infections. The site also provides parents with tips on bedwetting, discipline, potty training and sleeping.

McGruff's Milstein Child Safety Center

<http://www.mcgruff.org>

This website is sponsored by the National Crime Prevention Council and is specifically designed for children. Through this website children learn about safety with McGruff the Crime Dog and his friend Scruff. Children can read comics based on these cartoon characters that teach lessons on safety. The website also includes information for adults about Halloween safety, bicycle safety, gun safety, managing conflicts, cultural diversity, bullying, school safety, neighborhood safety, keeping children safe from strangers, and raising cybersafe kids.

National Center for Missing and Exploited Children

<http://www.missingkids.com>

The National Center for Missing and Exploited Children provides information on what do if your child is missing. Additional information is provided on sexual exploitation, abduction prevention, and child safety. The website includes information for children, internet safety tips, and safety publications. It also provides parents with guidelines on how to talk to children about keeping them safe from danger and the people they know.

Safety Alerts

<http://www.child-safety-alerts.com/>

Be sure to check out Safety Alerts before making a purchase for your child. This website alerts parents to the safety hazards of items currently on the market including car seats, strollers, high chairs, swings, cribs, pacifiers, baby food, and clothing. The website maintains a list of all retail merchandise that has been recalled due to safety concerns.

U.S. Consumer Product Safety Commission

<http://www.cpsc.gov>

The United States Consumer Product Safety Commission (CPSC) provides parents with information on product recalls and safety news. Consumers can also report unsafe products to the CPSC through this website. Some of the top items reported to cause injury include Lane cedar chests, old cribs, Cadet heaters, and draw strings. There have been recent recalls on children's activity cubes, sweatshirts, jackets, swings, and Nerf footballs. The CPSC also has a website specifically designed for children to learn about playground safety and bike helmets.

~Heidi Malloy, Ph.D., is an assistant professor in the Department of Psychology at Metropolitan State University.



by Rebecca Monhardt, Ph.D.

The values, attitudes and skills that influence how we view knowledge and learning continue to develop throughout our lives, but the foundation for these habits of mind as they are often called, are developed early in life. There are certain thinking skills associated with science that can be fostered by parents even before children enter formal schooling. These are not just skills that are important in creating future scientists, but rather are life-skills that transcend the discipline of science to aspects of our daily lives. Children who develop these skills are likely to become adults who are problem-solvers, decision-makers, wise consumers of goods and services and citizens who are able to participate in a democratic society. What are some of these skills and attitudes, and how can parents encourage their development?

Knowledge is important. One of the best ways parents can emphasize to children the importance of knowledge is to value it themselves. Whether we realize it or not, we seek knowledge from a variety of different sources each day. Some of the information is for very practical reasons while at other times we seek out knowledge just for the joy of knowing something new. We may read the newspaper, magazines or books, listen to the evening news, watch a nature show on television, compare grocery ads looking for the best buys, or search for information on the Internet. In these examples, and many others I'm sure you can think of, we are seeking knowledge that is valuable to us. Sometimes, simply seeing adults engaged in knowledge-seeking activities is sufficient, while at other times we need to make this more explicit. Often, children themselves can become partners with their parents in the knowledge-seeking process. Our actions as adults can send a clear message to children that the pursuit of knowledge is an important thing to do, and the time spent engaged in such activities is worthwhile.

Question all things. A little skepticism can be a very good thing. Scientists certainly value skepticism. Children can learn early on that they shouldn't automatically believe everything they read or hear but should seek evidence to support or refute these ideas. Even young children are exposed to all kinds of statements that may or may not be valid. Advertisements provide a great opportunity for children to be skeptical. Are there *really* two scoops of raisins in that cereal? How much exactly *is* a scoop, anyway? Thinking about simple claims like these can encourage children to question things they hear and later things they read without immediately accepting them at face value.

Support ideas with evidence. Directly related to skepticism is the search for data to support claims. Even young children can begin to look at evidence to support what they think. While very young children may not be able to draw logical conclusions based on evidence, it is still important for parents to make it a habit to ask questions that encourage this kind of thinking early on. "Why do you think this is true? What do you observe (see, hear, smell, taste, feel) that makes you think so?" Asking questions such as these lays the foundation for critical and logical thinking. Then as children get older, they are better able to establish relationships between evidence and explanations.

Consideration of consequences. Questions that address "What might happen if..." can guide children to consider the effects of certain actions. In the scientific community, serious questions related to stem cell research and other issues are certainly considered in terms of their consequences on society. In a child's world, appropriate considerations are much less earth shattering. "If you let go of your balloon, what might happen? If you eat those cookies before dinner, do you think you'll still be hungry?" As children get older, the situations and consideration of subsequent consequences can become more complex.

Children can also read about people, famous and not so famous, historical and modern, whose lives exemplify scientific skills and attitudes. The following children's books are some of my personal favorites.

- Anholt, L. (1998). *Stone Girl, Bone Girl*. New York: Orchard Books. ISBN: 0-531-30148-6
- Batten, M. (2001). *Anthropologist: Scientist of the People*. New York: Houghton Mifflin. ISBN: 0-618 08368-5
- Bradby, M. (1995). *More Than Anything Else*. New York: Orchard Books. ISBN: 0-531-09464-2
- Burleigh, R. (2003). *Into the Woods: John James Audubon Lives His Dream*. New York, New York: Atheneum Books for Young Readers. ISBN: 0-689-83040-8
- Demi. (1990). *The Empty Pot*. New York: Henry Holt and Company. ISBN: 0-8050-4900-2
- Enrllich, A. (2003). *Rachel: The Story of Rachel Carson*. New York: Harcourt Inc. ISBN: 0-15-216227-5
- Fabiny, S., Kees, C., & Shields, C. (2003). *A Magic Skeleton Book: Rainforest Animal Adventure*. New York, New York: Sterling Publishing Co., Inc. ISBN: 1-4027-0823-8
- Fisher, L. (1999). *Alexander Graham Bell*. New York, New York: Atheneum Books for Young Readers. ISBN: 0-689-81607-3
- Hong, L. T. (1995). *The Empress and the Silkworm*. Morton Grove, Illinois: Albert Whitman & Company. ISBN: 8075-2009-8
- Jackson, D. (2002). *The Bug Scientists*. New York: Houghton Mifflin Company. ISBN: 0-618-43232-9
- Jackson, D. (2002). *The Wildlife Detectives*. New York: Houghton Mifflin Company. ISBN: 0-395-86976-5
- Jackson, E. (2002). *Looking For Life In The Universe*. New York: Houghton Mifflin. ISBN: 0-618-12894-8
- Lasky, K. (1994). *The Librarian Who Measured the Earth*. Boton: Little, Brown and Company. ISBN: 0-316-51526-4
- Martin, J. B. (1998). *Snowflake Bentley*. Boston: Houghton Mifflin. ISBN: 0-395-86162-4
- Montgomery, S. (1999). *The Snake Scientists*. New York: Houghton Mifflin Company. ISBN: 0-618-11119-0
- Osborn, E. (2002). *Project Ultra Swan*. New York: Houghton Mifflin Company. ISBN: 0-618-14528-1
- Sayre, A. P. (2002). *Secrets Of Sound: Studying the Calls and Songs of Whales, Elephants, and Birds*. New York: Houghton Mifflin Company. ISBN: 0-618-01514-0
- Sis, P. (1996). *Starry Messenger*. Canada: HarperCollins Canada Ltd. ISBN: 0-374-37191-1
- St. George, J. and Small, D. (2002). *So You Want to Be an Inventor?* New York: Philomel Books. ISBN: 0-399-23593-0
- Thimmesh, C. (2002). *The Sky's the Limit*. New York: Houghton Mifflin Company. ISBN: 0-618-07698-0
- Towle, W. (1993). *The Real McCoy: The Life of an African-American Inventor*. New York: Scholastic Inc. ISBN: 0-590-481029
- Walker, S. (2002). *Fossil Fish Found Alive*. Minneapolis, Minnesota: Carolrhoda Books, Inc. ISBN: 1-57505-536-8

~Rebecca Monhardt is an associate professor in the Department of Elementary Education at Utah State University.



question corner

We are really struggling to get our 15-month-old daughter to go to sleep. We put her in her crib and instantly she screams and cries. It could last five minutes or twenty minutes. Sometimes she falls asleep, sometimes she doesn't. This happens at bedtime and naptime. I read the issue that addressed trouble getting toddlers to bed, but she is younger and still in a crib. I hesitate to try to get her in a bed. She has been this way since about ten months. Any suggestions would be greatly appreciated. Thanks!

~Tara in Minnesota

Bedtime is challenging for many parents and their young children. One reason bedtime may be stressful, for older infants and toddlers, is the onset of separation anxiety. Children experiencing separation anxiety do not understand that mom and dad still exist even if they can no longer see or hear them. Once the parent puts the child to bed and leaves the room, the child may believe he or she is all alone and experience unrealistic fears. Children at this age have not developed the understanding that mom and dad still exist and that they are just down the hall.

Here are a few tips for making bedtime more relaxing for you and your child. First, be sure bedtime is scheduled late enough so your child is tired. Then establish a bedtime routine. For example, do quiet activities before bed, give the child a warm bath, put on pajamas, and brush her teeth. Once the child is tucked into bed, read a book, sing a song, or say a prayer. Be sure the room is dark enough for sleep, but provide a night light so the child can still see her surroundings. Make sure the child has a favorite blanket or stuffed animal and play soothing music to help her relax. Gently rubbing the child's back and forehead may also help her to calm down and fall asleep. Another strategy is to lie down in the child's room yourself for awhile and then gradually remove yourself as the child falls asleep. Then shorten the time you spend in the room each day, but go in to check on her to reassure her that you are still there and will come if she needs you. Throughout the week, increase the amount of time you wait to go in to check on her until she no longer needs reassurance to sleep.

For additional information on guiding children's behavior, check out the book *A to Z Guide to Your Child's Behavior: A Parent's Easy and Authoritative Reference to Hundreds of Everyday Problems and Concerns from Birth to 12 Years*, compiled by the Children's National Medical Center under the direction of David Mrazek, M.D., and William Garrison, Ph.D., with Laura Elliot.

~Heidi Malloy, Ph.D., is an assistant professor in the Department of Psychology at Metropolitan State University.

question corner features questions posed by parents to early childhood experts who provide brief responses in this newsletter. If you have any questions you would like answered, please send e-mail to eejcenter@cc.usu.edu or mail to EEJ Center for Early Childhood Education • Utah State University • 6705 Old Main Hill • Logan UT 84322-6705.

...continued from page 3

Additional References Continued...

- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56(1), 18-35.
- Drucker, M. J. (2003). What reading teachers should know about ESL learners. *Reading Teacher*, 57(1), 22-30.
- Gerston, R., & Geva, E. (2003). Teaching reading to early language learners. *Educational Leadership*, 60, 44-49.
- Hemmeter, M. L., & Kaiser, A. P. (1990). Environmental influences on children's language: A model and case study. *Education & Treatment of Children*, 13, 331-347.
- Hiebert, E. H. (1999). Text matters in learning to read. *Reading Teacher*, 52, 552-566.
- Hudson, R. F., Smith, S. W., & Smith, S. W. (2001). Effective reading instruction for struggling Spanish-speaking readers: A combination of two literatures. *Intervention in School & Clinic*, 37, 36-40.
- Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students. (2002). *Survey of the state's limited English proficient students and available educational programs and services 2000-2001 summary report*. Washington, DC: National Clearinghouse for English Language Acquisition & Language Instructional Educational Programs.
- Riojas-Cortez, M. (2001). Preschoolers' funds of knowledge displayed through sociodramatic play episodes in a bilingual classroom. *Early Childhood Education Journal*, 29(1), 35-40.
- ~Crystal Torti is a doctoral student at Texas A & M University at Commerce. She is studying Supervision, Curriculum, and Instruction. She is currently employed as a graduate assistant.
- ~Yvette Carrasco is a doctoral student at Texas A & M at Commerce. She is currently employed by Garland Independent School District as a first grade bilingual teacher.

Utah State UNIVERSITY

Emma Eccles Jones Center for Early Childhood Education
College of Education and Human Services
Utah State University
6705 Old Main Hill
Logan, UT 84322-6705

TOP: tips on parenting

is published quarterly by the Emma Eccles Jones Center for Early Childhood Education at Utah State University.

Editor: DR. HEIDI MALLOY
(651) 793-1337 • heidi.malloy@metrostate.edu

Managing Editor: NISSA BOMAN
(435) 797-8629 • nissa.boman@usu.edu

TOP Article Review Panel:

DR. JIM BARTA Utah State University
DR. DEBORAH BYRNES Utah State University
DR. MARTHA DEVER Utah State University
BARBARA DEBOER Utah State University
DR. BILLIE ENZ Arizona State University
DR. RENEE FALCONER U. of Southern Mississippi
DR. THOMAS LEE Utah State University
DR. D. RAY REUTZEL Utah State University

Submission inquiries should be directed to Heidi Malloy. Please direct all other questions, suggestions, or comments to Nissa Boman. TOP is also available in Spanish and on our web site at: www.coe.usu.edu/ecc/web/top.html.

Postmaster: Please send address changes to EEJCECE, USU, 6705 Old Main Hill, Logan, UT 84322-6705.

Items in this publication are copyrighted and may not be published or reproduced in any form without the consent of TOP's Editor.

Copyright ©2003 by the Emma Eccles Jones Center for Early Childhood Education. All rights reserved.

Thanks for reading TOP!

TOP tips on parenting

I'd like to subscribe to TOP!

For a one-year subscription to TOP, fill out the following information and send check or money order for \$5.00 (the cost of printing and distribution) to:

EEJ Center for Early Childhood Education
Utah State University
6705 Old Main Hill
Logan, UT 84322-6705

NAME: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

VERSION: ENGLISH SPANISH

WHERE DID YOU OBTAIN THIS ISSUE OF TOP?

