



Infant: Early Language Support

Title: Talking with an Infant during a Breakfast Routine

The teacher in this classroom consistently uses language during the routine activity of handwashing and clean-up after breakfast, describing her actions and linking words to actions in a sequential order for the infant to follow.

Teacher Talk

- The teacher consistently uses language to describe her actions and/or the infant's actions during the breakfast clean-up routine:
 - "I'm taking you to the sink."
 - "We gonna get the soap." The teacher initiates hand-washing song, "This is the way we wash our hands... so early in the morning," as they wash Brian's hands.
 - "Now, Ms. Monica gonna put you down, okay?"
 - "Now, Ms. Monica gonna get you a Kleenex and clean your nose. She gonna get you a Kleenex and clean your nose."
- The teacher describes the sequence of classroom events, linking words with actions when talking to the infant such as in the following examples:
 - "Ms. Monica gonna get you and clean you up, okay? And she gonna take you and wash your hands. Go wash your hands. Take you over here."
 - "I'm gonna wash your hands and get you all cleaned up. Then Ms. Monica gonna sweep up the crumbs."

Communication Support

- The teacher attempts to involve the infant in a language exchange while making eye contact and asking the direct question, "Did you enjoy your breakfast? Did you enjoy your breakfast?"
- The teacher encourages Brian to say, "I enjoyed my breakfast."

Communication Extension

- The teacher initiates a brief communication exchange with Brian about his clean hands. The teacher says, "You wash your hands. Can you show Ms. Monica?"

The teacher in this classroom frequently incorporates teacher talk in the forms of self-talk and describing classroom events in her conversation with the infant. She encourages some infant communication and communication extension. Throughout this routine activity of cleaning up, the teacher is providing intentional, quality language exposure.