



National Child Care Information Center

A service of the Child Care Bureau



243 Church Street NW, 2nd Floor
Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

VIDEOS DESIGNED to STIMULATE LANGUAGE and EMERGING LITERACY

A number of organizations have developed videos to inform parents, caregivers, and teachers about strategies that they can use to encourage emerging and early literacy. Videos intended to be used directly by parents or by parent educators with groups of parents reinforce the idea of using and expanding everyday interactions to stimulate language and emerging literacy. Videos targeted at teachers and caregivers can be used by early childhood instructors and trainers as staff development tools. The following videos briefly describe concepts of emerging and early literacy and show examples of strategies that put theory into practice. The videos are often accompanied by a training manual.

■ *Building Literacy Competencies in Early Childhood* (2000), produced by Davidson Films, was filmed in several preschool and kindergarten classrooms. This video reviews the underlying cognitive, social, and physical requirements for all formal education and then presents the literacy specific understandings and skills that are being widely cited, but not always adequately described. The video divides the literacy specific understandings and skills into two interdependent sets of competencies. The understandings and motivations that make reading an important activity are called the Communicative Aspects of Literacy. These include: Purpose of Reading, Concepts of Print, and Comprehension of Text. These continue to grow throughout a reader's lifetime. The other set is labeled Literacy Skills and includes Phonological Awareness, Letter Recognition, Alphabetic Principle, Sound/Symbol Correspondence, and Encoding/ Decoding. Additional information is available on the Web at <http://www.davidsonfilms.com/building2.htm>.

■ *Developing the Young Bilingual Learner* (1998), produced by the National Association for the Education of Young Children, explores the importance of supporting children's home language while helping them learn English, and gives strategies for helping children become bilingual learners. Additional information is available on the Web at <http://www.naeyc.org/resources/catalog/item-detail.asp?docID=2232>.

■ *Early Messages: Facilitating Language Development and Communication* (1995), produced by the Program for Infant/Toddler Caregivers, is part of Module III in the Program for Infant/Toddler Caregivers (PITC) curriculum. It contains lessons on language in the multicultural child care setting, language development in young infants, language development in mobile infants, and language development in older infants. Additional information is available on the Web at <http://www.wested.org/cs/wew/view/rs/485>.

■ *Gateways to Early Literacy* (2003), produced by Reading Is Fundamental (RIF), consists of four half-hour videos that explore the critical ways family child care providers can enrich and support children's early language and literacy development. Each video features nationally recognized early childhood educators and literacy experts who highlight aspects of quality family child care that support children's early literacy development. The programs

depict literacy-rich environments with scenes from a variety of family child care sites. Interviews with the providers themselves illustrate and explain the ways in which they promote young children's literacy development. A user's guide is included. Additional information is available on the Web at <http://www.rif.org/educators/gateways/default.msp>.

■ *Language Development: Tape 3* (2000), produced by the National Head Start Child Development Institute, addresses issues related to language development, including meeting the needs of English language learners and preserving home languages. Additional information is available on the Web at <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=246&do=detail>.

■ *Literacy: Tape 4* (2000), produced by the National Head Start Child Development Institute, examines how teachers can foster early literacy in classrooms and homes. It also presents approaches to supporting effective family literacy. Additional information is available on the Web at <http://www.headstartinfo.org/cgi-bin/pubcatstore.cfm?CatID=247&do=detail>.

■ *Language is the Key*, produced by Washington Research Institute (WRI) for Washington Learning Systems, is a set of two videos that help staff show parents how to encourage young children (birth to age 5) to talk and build the foundation for literacy. Each language set includes two 20-minute videotapes, *Talking and Books* and *Talking and Play*, and a manual for conducting staff and parent workshops, including handouts, resource lists, and other supporting materials. Materials have been shown to be effective with diverse groups of children, including children with language impairments. Parents are encouraged to support the child's first language at home. This video is available in English, Spanish, Vietnamese, Korean, Mandarin, and Pilipino. Additional information is available on the Web at <http://www.wlearning.com/language.htm>.

■ *Learning Videos* (n.d.), produced by the Center for Improving the Readiness of Children for Learning and Education (CIRCLE), provide an overview of training related to the goal of promoting quality learning environments for young children. These videos serve as a small part of a larger presentation accompanied with a trainer and are not intended to be used as stand alone resources. The six part series includes the videos: *Setting the Stage for Centers*, *Written Expression*, *Scaffolding Language Development*, *Phonological Awareness*, *Letter Knowledge*, and *Read-aloud*. Additional videos on early and emerging literacy from CIRCLE include: *Getting Children Ready to Read*, *Reading with Infants and Toddlers*, *Supporting Young Children's Language Development in Child Care Settings*, and *Having Fun with Themes in Early Child Care Settings*. Additional information is available on the Web at <http://ped1.med.uth.tmc.edu/circle/videos/index.htm>.

■ *Nourishing Language Development in Early Childhood* (1996), produced by the National Association for the Education of Young Children/Davidson Films, (seeks to underscore the important responsibility of adults to nourish the language needs of young children. Numerous examples of how children communicate and how caregivers respond and stimulate language are included. The video was shot in an NAEYC accredited child care center that serves infants through five year olds. Additional information is available on the Web at <http://www.davidsonfilms.com/nourish.htm>.

■ *Read with Me* and *Read with Me: The Parent-Teacher Partnership* (1997), produced by Reading Is Fundamental (RIF), models good read-aloud practices and discusses the partnership between parents and teachers. *Read With Me*, features two families whose preschoolers are enrolled in Head Start. The video explains the importance of reading aloud with young children and offers practical tips. The companion video, *Read With Me: The Teacher-Parent Partnership*, focuses on reading aloud and providing the literacy-related props, materials, and activities that enhance children's enjoyment of books. Additional information is available on the Web at <http://www.rif.org/educators/gateways/default.mspix>.

■ *Reading Rockets: Launching Young Readers* (2002), produced by the Public Broadcasting Service (PBS), is a five-part public television series on reading that is available on video or DVD. It was created for parents, grandparents, teachers, caregivers, and anyone else who touches children's lives. Each half-hour program examines a stage young children go through in developing their reading skills. The five program titles are: *The Roots of Reading*, *Sounds and Symbols*, *Fluent Reading*, *Writing and Spelling*, and *Reading for Meaning*. A viewer's guide plus a choice of either a family guide or teacher's guide are included. Additional information is available on the Web at <http://www.pbs.org/launchingreaders/ordervideos.html>.

■ *Ready to Learn* (1995), produced by I Am Your Child, discusses the importance of early literacy skills. It shows parents and caregivers how to help young children develop language skills through everyday activities like talking, singing, and playing. It is hosted by LeVar Burton and Jamie Lee Curtis (English version), and Edward James Olmos (Spanish version). Additional information is available on the Web at <http://www.iamyourchild.org/shop.asp>.

■ *RIF Exchange*, produced by RIFNet, is a half-hour monthly television program designed to keep educators, librarians, and parents informed about the latest developments and trends in children's literacy. Each show is available as a video and profiles exemplary literacy programs, offers practical tips and strategies for educators and parents, and highlights books to share with children. Viewer Guides are available for each show. Videos available include: *Reading Aloud for a Lifetime*, *Storytelling: A Pathway to Literacy*, *Supporting Second Language Learners*, *Fathers' Roles/Men's Voices*, *Community and literacy*, and *First steps toward literacy*. Additional information is available on the Web at <http://www.rif.org/educators/rifexchange/default.mspix>.

■ *Sesame Street Beginnings* (1998), produced by Sesame Workshop, is a bilingual, multimedia program kit that features Sesame Street characters and real parents and children who show easy ways to help children communicate, speak and enjoy books. The audiotape features songs for adults to sing with their youngsters. *Sesame Street* characters talk about the songs and how repetition and rhyming help kids learn language. Kits were distributed free to over 75,000 child care centers and literacy organizations. Additional information is available on the Web at <http://ctw.netscape.com/parents/advice/article.php?contentId=97920>.

The National Child Care Information Center does not endorse any organization, publication, or resource.