**Pre-K: Language Modeling**
**Title: Having Conversations with Children**

While students play in the home center, the teacher intentionally promotes the use of language by engaging them in conversations about planning a picnic.

**Frequent Conversation**
- Although the conversations could have ended after only one turn, the teacher maintains and extends a back-and-forth exchange by asking additional questions related to the student's response, "You're bringing your purse to the park, too?" The student responds, "Yes, and we're gonna have a picnic."
- The teacher responds to the students with a variety of follow-up questions:
    o "Is that why we brought our purses?"
    o "But how do we do that?"
    o "Why do we need apples?"
    o "Is it healthy to eat apples at a picnic?"
    o "Why do we need bananas?"
    o "Why do we need cups?")

**Open-Ended Questions**
- The teacher asks the students open-ended questions that require more than a one-word response:
    o "Where are you going to go with your purse?"
    o "How are we going to have a picnic?"
    o "What are some things that we need to have a picnic?"
    o "What are some other things?"

**Repetition and Extension**
- The teacher frequently repeats the students' responses:
    o "You do have a banana."
    o "The park."
    o "We're going to have a picnic?"
    o "We get some food and we have a picnic?"
    o "We sit down on a blanket and have our picnic."
    o "To eat."
    o "Cups"
    o "The beach."
- In addition to repeating the student's responses, the teacher offers a bit more information or language in the form of questions and comments. For example, the teacher repeats the student's response, "You do have a banana and you have a purse on. This is a beautiful purse."

In classrooms with effective Language Modeling, the teacher provides many opportunities for students to use conversational language and express a variety of ideas. The teacher focuses on the students' attempt to communicate and builds on their contribution with follow-up questions.