



MARCH NEWSLETTER:

Professional Learning Institute

Empowering early childhood professionals with fresh ideas and insights to participate in and facilitate the highest quality professional development.

...we are in the process of planning for a virtual event that would take place over the course of the next several weeks. Visit our [NAEYC Virtual Institute](#)

Attendees can expect:

- Over 200 sessions: With sessions featuring the latest information and research in the field, you can tailor your agenda to specific professional development needs.
- Unlimited networking opportunities: Connect with peers, advocates, leaders in the field, and some of your favorite authors.
- NAEYC Shop and Exhibit Hall: Stock up on the latest award-winning publications, early childhood resources, and classroom supplies.
- [Professional Learning Institute](#) | NAEYC

scaeyc

 South Carolina Association for the Education of Young Children
An Affiliate of **naeyc**

HUMOR FACILITATES CHILDREN'S SOCIAL & EMOTIONAL DEVELOPMENT

OCTOBER 18, 2011 BY [PAUL MCGHEE](#)

Why did Mr. Timmons wear a seat belt while eating his dinner? Because he was on a _____ diet. (Answer is given at end of article.) [Adapted from P. McGhee, Understanding and Promoting the Development of Children's Humor. See "Books by Dr. McGhee" to order.] The previous article on children's humor discussed the important benefits [...] [Children's Humor \(laughterremedy.com\)](#)

READING FUN

["What About People Like Me?" Teaching Preschoolers About Segregation and "Peace Heroes" \(Excerpt\) | NAEYC](#)

[Spotlight on Young Children: Supporting Dual Language Learners | NAEYC](#)



MUSIC

[10 Ways Babies Learn When We Sing to Them | NAEYC](#)
[在家里玩音乐游戏 Playing with Music at Home | NAEYC](#)

Five Tips for Engaging Multilingual Children in Conversation

[HomeResources / Publications / Young Children / May 2019 / Five Tips for Engaging Multilingual Children in Conversation](#)
E. BROOK CHAPMAN DE SOUSA

Having conversations with children who are learning English in addition to their home languages—referred to in this article as *multilingual children*—is an essential skill for early childhood educators. Such engagement has implications for multilingual children's developing identities as valued and knowledgeable members of their communities as well as for their language learning. Discussions between educators and children have been shown to facilitate language learning by providing children with models for use of language and responsive communication and by offering teachers frequent opportunities to check for comprehension (e.g., Mashburn et al. 2008; Ruston & Schwanenflugel 2010; Chapman de Sousa 2017). Conversations also contextualize topics, making topics relevant to multilingual children and potentially motivating them to practice using their new language just beyond their independent level—a practice that facilitates language development (Swain 2005)... [Five Tips for Engaging Multilingual Children in Conversation | NAEYC](#)

