

RAISING VERBAL CHILDREN 1 (3:13 TO 8:00)

01 VOCABULARY REVIEW

theory	catch up	intractable
commencement	a norm	achievement gap

02 INTRO TO HEAD START 4:19 – 4:55

A: The theory behind Head Start was that (1) _____ kids were entering kindergarten and first grade already (2) _____. Not as *school ready* to use a jargon phrase as more advantaged kids. And Head Start programs were (3) _____ to help these kids catch up.

B: Ah, it's interesting you use the term catch up. And since Head Start is a period of schooling before the (4) _____ of formal schooling, the question is catch up to exactly what? What did the Johnson administration (5) _____?

03 RATIONALE FOR RESEARCH 4:54 - 5:26

Read the text. Fill in the gaps with words from the box.

figure out - norm - teach it - psychologists - delay or deficit

A: Well, in fact a couple of (1) _____ at the time at the University of Kansas wondered precisely the question that you raised.

Their names were Betty Hart and Todd Risely and they said, okay, these Head Start programs assume the existence of some difference, (2) _____ relative to a (3) _____ and they wondered, well, what is that difference and they felt confident that if they could just (4) _____ what the deficit was, what the skills were, as they put it, that these disadvantaged kids were lacking, they could just (5) _____ to them.

04 **EARLY RESEARCH OBSERVATIONS** 6:38 - 8:00

A: And so they wondered what was (1) _____ about the kids in these two preschools. So here's what they did. They recorded a group of children from each of the two preschools during their (2) _____ period. Once a week over the course of the preschool year and here is what they observed. I'll quote from their writing.

In both settings, the children asked questions, (3) _____ and described what they were doing. The difference was in (4) _____ talking went on. Most of the professors' children talked at least (5) _____ as the Turner House children. They talked about more different aspects of what they were doing. They asked more questions about how things worked and why.

B: So they professors' kids were (6) _____ more verbal than the kids from the disadvantaged population.

A: Yeah, that's right. And the (7) _____ the Turner House kids would acquire new words over the course of that preschool year into their vocabulary, in other words the rate of their vocabulary growth, was (8) _____ than the rate at which the professors' children were adding words. And they said, projecting the growth curves into the future, we could see an ever (9) _____ between the vocabulary resources the Turner House children and the professors' children would bring to school.

05 **COMPREHENSION**

1. What is the Head Start program?
2. What is the argument for the research project?
3. Describe the 1960's research project conducted by two professors.
4. What differences did they observe during the free play period?
5. What were the projections?

06 **THINK CRITICALLY**

1. What inferences can we make about the researchers' observations?
2. In your experience, do similar achievement gaps exist in this area? Are they correlated with socio-economic status?
3. What do you think about the original argument that justifies the Head Start program?
4. Do you believe learning skills are intractable?

06 **VOCABULARY EXTENSION**

1. Name two things that: a) are good predictors; b) are intractable; and c) have a trajectory.
2. Name two places you'd expect to discuss a take away.