Methods

• **Participants**: 10 4- to 5-year-old Latino children (5 girls vs 5 boys) in Head Start pre-kindergarten and their parents.

• **Procedure**: The children were observed with their parents in a 30-minute structured play context with 3 toys (i.e., puzzle, Legos, shapes).

• Videos were transcribed for speech and coded for the amount (i.e., word tokens) and diversity (i.e., word types) of spatial talk, using the Spatial Language Coding Manual (Cannon et al. 2007) as follows:
  - **Spatial Dimensions** (e.g., big, little, tall)
  - **Shapes** (e.g., circle, sphere, cube)
  - **Location and directions** (e.g., over, under, in)
  - **Orientation and transformation** (e.g., flip, rotate, upright)
  - **Continuous amount** (e.g., whole, half, portion)
  - **Deictics** (e.g., here, there)
  - **Math** (e.g., one, two, three)
  - **Spatial features and properties** (e.g., curvy, straight, zigzag)
  - **Pattern** (e.g., first, next, design)

Results

Parents used similar amount ($Mann U = 17.00$, $p = .42$) and diversity ($Mann U = 16.00$, $p = .55$) of talk with their boys and girls.

Following their parents, children showed no gender differences in the amount ($Mann U = 19.00$, $p = .22$) and diversity ($Mann U = 17.00$, $p = .42$) of talk that they produced.

Discussion

• Our results suggest that Latino boys and girls hear similar amount and diversity of spatial language from their parents—a pattern that also becomes evident in their own production of spatial talk.

References