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## Home Language Acquisition Skills Notebook

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EDUCATIONAL TECHNOLOGY CENTER  
CENTRAL WASHINGTON UNIVERSITY

HOME LANGUAGE ACQUISITION  
SKILLS NOTEBOOK

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A Project  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Rosanna May Detering  
July 1982

HOME LANGUAGE ACQUISITION

SKILLS NOTEBOOK

by

Rosanna M. Detering

July, 1982

The home language acquisition skills notebook was developed to aid parents in giving appropriate language stimulation and activities for their child's level of development, four to six years of age. In addition, positive home teaching techniques, positive home language hints, and a mini-language library bibliography are also available to guide the parent in appropriate home language intervention. Although the notebook will be used with language delayed children first, it is designed to be used with all children in the Lake Chelan Elementary Kindergarten in an attempt to stimulate better language skills, both receptive and expressive.

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## CHAPTER ONE

### Introduction

Language acquisition is a complicated process. From prelinguistic language of cooing and gurgling to 90% language acquisition takes approximately forty-eight months to accomplish (Leitch, 1977, p. 73). Every day, then, becomes important to the young child in terms of language development.

Emphasis for parental involvement is shifting to the very young in an effort to give appropriate stimulation and activities for the child's level of development. In this way, solid foundations for future successful learning and meaningful communication are established.

Emphasis on language acquisition and use is a priority goal of Lake Chelan School's early childhood curriculum. Because of this commitment, language was chosen for the first focus of concern in gathering and sequencing materials for successful home intervention. Home intervention is a technique used by parents to help their children acquire needed skills.

#### Problem

No sequential language acquisition materials for positive parental intervention in the home currently exists

in the early childhood curriculum in the Lake Chelan School District.

### Purpose

It is the purpose of this project to develop a notebook of sequential, developmental language skill sheets, encompassing both receptive and expressive language skills. These materials will be prepared for dissemination to parents and to early education staff members for use with children four to six years of age. Other possible inclusions in the notebook are learning objectives, positive teaching techniques, skills placement, and evaluation procedures.

A major portion of the project will focus on increased parental involvement in their child's education program, four to six years of age. The initial focus will be on parents whose children, through early prevention of school failure testing, show a need for language intervention. Additionally, parents of "normal" children will be invited to participate. All parents in the community will be informed about the language intervention program. Methods of informing the parents and community will be through public meetings, radio interviews, and newspaper articles.

### Background

The Early Prevention of School Failure program is a vital part of the early childhood education curriculum of the Lake Chelan School District. Early Prevention of School

Failure is a program designed to screen prekindergarten children for potential learning difficulties. The basis for the program is the early identification of and the early remediation of learning problems in an attempt to prevent future school failure. Parents are used successfully as small group instructors.

As a result of this program, many parents are exposed to the concept of developmental learning. These parents are made aware of the benefits of intervention as a means of teaching and reinforcing children's skills in the five areas of concern: fine motor coordination, gross motor coordination, auditory acuity, visual acuity, and language development.

Numerous requests have been received from parents in the Chelan community for developmental materials for the purpose of intervention in the home. Such requests have made apparent the need for some form of developmental materials to be gathered, sequenced, and made available to parents as well as to early childhood education staff members.

Numerous investigations show that language acquisition is a crucial foundation for building future skills. Indeed, "Language is the vehicle of school instruction and the child who does not have adequate possession of language is handicapped in school learning" (Lavatelli, 1971, p. v). Leitch (1977, p. 73) puts language acquisition at ninety



percent by four to five years of age. Parental involvement, therefore, is important in early language development.

Several studies make the positive aspects of parental intervention known. Reports of intervention programs in the 1960's (Bronfenbrenner, 1974) indicated that parent involvement with their children in enrichment activities and language activities had a lasting effect on cognitive development in their children (Anselmo, 1978, p. 141). Milwaukee Public Schools in a recent study found conclusive evidence that "Parents can positively influence the growth and development of their preschool child's learning and language skills" (Rhoten, 1978, p. 613).

On the basis of these and other studies, evidence suggests the importance of positive parental involvement early in their child's language acquisition.

#### Significance of the Study

The early childhood education notebook of developmental language skills with instructional activities for children four to six years of age developed by this project will be of value to the Lake Chelan School District as a teaching resource. Materials from this project will form the foundation for future completion of a notebook encompassing language skill sheets for children from birth to eight years of age. Hopefully, it will encourage the establishment of files for the other four modalities: visual acuity, auditory acuity, gross motor coordination, and fine motor coordination.

Parents as well as teachers of children aged four to six years of age may find this notebook of particular value in assessing and meeting language needs of their children.

#### Limitations

This project is limited to the development of a notebook comprised of sequential developmental language skill sheets encompassing both receptive and expressive language skills. The project is further limited for use with children from four to six years of age in the Lake Chelan School District.

#### Definition of Terms

Modality will refer to a skill grouping of which there are five: language acquisition, fine motor coordination, gross motor coordination, auditory acuity, and visual acuity. This project deals only with language acquisition.

Language acquisition refers to the acquiring of the basic structure of language from prelinguistic skills to adult speech encompassing both receptive and expressive language.

Expressive language refers to the "quantity and quality of spoken vocabulary, ease and frequency of expressing thoughts, ability to construct word sequences to express complex thought verbally, and the use of proper syntax" (Lillie, 1975, p. 131).

Receptive language refers to the "comprehension abilities, including listening behavior, following

directions, auditory discrimination, attaching meaning to vocabulary, and attaching meaning to longer verbal units or sequences" (Lillie, 1975, p. 131).

Language delayed refers to children who score at least one-half year or more below their developmental skill levels on the Early Prevention of School Failure Preschool Language Scale.

Intervention refers to teaching new or reinforcing existing skills.

Intervention strategies refer to plans or designs for teaching new or reinforcing existing skills.

## CHAPTER TWO

### Review of the Literature

Chapter two is a review of selected literature in the area of language acquisition, language intervention, and parent involvement. This chapter is concerned with the following four areas: (a) psycholinguistic theories that form the basic concepts of language acquisition, (b) language and its importance, (c) language intervention studies which explore existing programs, and (d) parental involvement as a positive force in intervention.

#### Psycholinguistic Theories

Psycholinguistics is defined as "the study of the mental processes which underlie the acquisition and use of language" (Newcomer, Hammill, 1976, p. 18). Psycholinguistics is a relatively new discipline and incorporates input from psychology and linguistics both of which are concerned with how language is developed. The combining of the two schools of thought has been beneficial for two reasons:

First, because it emphasizes the connection between the rules and form of language usage (the linguistic approach) and the psychological behaviors that influence their development. Second, the emergence of a new field which focuses attention specifically on language as it is used offers a convenient body of knowledge for those professionals who seek to teach language. (Newcomer, Hammill, 1976, p.7)

Psycholinguistics includes a variety of theoretical positions but most theory is based on two major schools of thought.

These are Transformational Grammar postulated by Chomsky, a linguist, and an extension of S-R learning theory to language most clearly represented in the work of Skinner and Osgood, behavioral psychologists. (Newcomer, Hammill, 1976, p. 7)

The two major theories are called the nativistic theory and the behavioristic theory.

The behavioristic theory concentrates on rewarding or reinforcing desired kinds of behavior as the determining factor in language acquisition. The key concepts of this particular theory are the imitation of the models that the child hears and the frequency with which the child hears these models (Wanat, 1974, p. 224).

In applying the principles of learning theory to language, Skinner and Osgood, among others, have assumed that language learning occurs in the same manner as other types of learning, i.e., from the formulation of a stimulus response associations. Words are used in sentences because they are conditioned responses. (Newcomer, Hammill, 1976, p. 8)

This theory stresses the importance of outside influences.

Critics of the behavioristic theory feel that it explains only a small portion of language behavior. Critics maintain that this theory does not account for the fact that all children show much the same developmental patterns regardless of the language being learned. Also unaccounted for is the way children master abstract relationships that are not apparent in the language they hear. Furthermore, although studies show that children imitate what they hear,

this theory does not account for the variations constructed from the model. However:

Imitation plays an important role in language acquisition because children raised in an English speaking environment learn English, not some other language. Research findings show that techniques involving imitation, frequency, and reinforcement do affect the child's acquisition of language. (Wanat, 1974, p. 225)

The second theory is the nativistic model of language acquisition. This theory emphasizes the innate aspects of language development and focuses on the "internal mechanism--the innate language learning capacity--which the child brings to the task of language acquisition" (Wanat, 1974, p. 226). The nativistic position maintains that language development and growth of the human brain are related and that maturation in language goes along with maturation in motor and thinking skills (Wanat, 1974, p. 225).

Eric Lenneberg's nativistic theory is based upon the notion that language development is biologically determined and there is a critical period for language acquisition, and that no other creature besides man has language. (Wanat, 1974, p. 225)

These comprise the two major issues on the nativistic theory: the uniqueness of language to Man and the nature of language universals. Language universals are elements that occur in all languages, i.e., nouns and verbs occur, transformation rules occur, etc. (Black, 1979, p. 5).

Critics of the nativistic theory state that it says very little about the mechanics of language acquisition and that there is very little convincing evidence to back up the claims. Critics also argue that nativism does not explain

how we get from the child's innate knowledge to the actual language performance (Wanat, 1974, p. 225). Also criticized is the failure to take into account that children do not have the same thinking skills or the same language structure.

There does not seem to be a great deal of agreement between the theories of language acquisition. However, all of the theories are of benefit to the teacher of language as they all have evidence of how language is acquired.

New theories are being formulated, but basically they go back to the foundations set by the behavioristic or the nativistic theories. The nativistic and behavioristic theories really do not provide much in program guidelines for the teacher.

Linguists and psycholinguists are not in a position to make any profound predictions about what will work in the classroom but they are able to propose plausible theoretical models of the language acquisition process. (Cairns, Silva, 1969, p. 1, 2)

Most teachers use elements from both of these theories as a basis for teaching language in the classroom. Commercial language kits can be behavioristic in nature (Distar Language Kit) or nativistic (Peabody Language Kit). Both of these materials are used in many early childhood education programs.

#### Importance of Language

The importance of language does not seem to be the issue with theorists or researchers in the field of language acquisition. The real issue seems to be in discovering the

future learning that is built upon the foundation of language with reading being the prime example. There is a continuing controversy over the importance of oral language with respect to the acquisition of beginning reading skills. Much evidence exists that seems to support the importance of language to reading; however, there is just as much to be found that denies that importance (Groff, 1977, p. 74).

Burton White (1974) sums up what many other researchers have said when he states,

Language is at the heart of educational capacity. It has its own primary value and in addition an instrumental value of direct relevance to all intellectual learnings; and subtly, but just as importantly, it underlies healthy social growth. (White, 1974, p. 2)

Leitch (1977) views speaking as one of the most important communication skills learned and that the use of language will affect a child's future success in life.

Rhoten (1980) sees language as an essential tool in learning new concepts and in acquiring needed skills. Fletcher (1981) also sees language skills of speaking and listening as basic to developing the necessary skills for learning, self-discovery, and communicating with others.

Language is the basis for meaningful communication and learning. The importance of language is daily demonstrated in the interactions of people in social as well as educational situations. When the importance of language is considered, language intervention begins to take on new significance.



### Intervention Studies

Recent emphasis on intervention strategies has had an influence on early education priorities. Instead of allowing children to develop at their own rate, their specific educational and developmental needs are assessed and prescribed for by teachers and parents (Lillie, 1975, p. 4).

There are a great many similarities in the design, population, and evaluation of the numerous intervention studies implemented. The similarities are as follows:

1. Program goals were designed to increase potential for academic success or to facilitate language growth.
2. The population served was most often young children aged two to five years of age.
3. Status of the population served consisted of the culturally deprived, learning disabled, language delayed, high-risk, low-income, and bilingual.
4. Intervention was initiated predominantly in day care centers, preschools, and kindergartens.
5. Evaluation procedures most often consisted of standardized tests and scales. Evaluation designs relied on pre and post testing for verifiable results.
6. Virtually all of the intervention studies reviewed reported positive results and growth.

A review of current literature concerning language intervention shows little research completed with developmentally normal children. One of the goals of this project

was to reach developmentally normal children as well as language delayed children.

Marcia Bernbaum (1971) reports on a study relevant to the effectiveness of early language intervention. The study by McConnel (1969) dealt with long term intervention for 100 two to five year old "culturally" disadvantaged children in Nashville, Tennessee. This study was conducted in two community day care centers on a half day basis, five days a week.

The children received a variety of lessons in receptive and expressive language in small groups. Face-to-face interaction took place with the child required to use appropriate sentence structure, verb form, and word endings. Activities consisted of information sharing, talking time, language, and sensory-perceptual training units presented in small groups along with music and story hour.

A dramatic increase in IQ level over a nine month period was reported for the experimental group. The same was not true for the control group of comparable children. "The experimental subjects made greater gains on the sensory-perceptual, linguistic, and readiness measures than did the control group" (Bernbaum, 1971, p. 8).

Another study that shows relevance to positive intervention is a report by Billy Askins on the final evaluation of the Responsive Environment Early Education Program (REEEP). This educational intervention dealt with

"high-risk (low birth weight--less than 5½ lbs.) three, four, and five year olds living in the Clovis, New Mexico area. The aims of the program were to prevent school failure by early identification and remediation of "high-risk" students. Other goals included the integration of handicapped children into regular school programs, as well as inservice training and dissemination of information.

Evaluation consisted of standardized tests to measure language development in Spanish and English, school readiness, and self concept. The impact of the program was determined by a special regression analysis model using three dependent variables and eight independent variables. The inservice and dissemination parts of the project were evaluated subjectively by site visits, observations, records, and self reports by the staff.

Major findings showed that REEEP students made significant gains in language development both in English and school readiness. They showed positive and continuous growth in self-concept and emotional development. The inservice training was successful and effective and the dissemination activities were judged adequate (Askins, 1978, p 4).

These studies and others show that positive results can occur from intervention programs that are started early and continue over long periods of time.

### Positive Parental Involvement

Positive parental involvement in intervention strategies has become an issue in early childhood education because of recent research in early language acquisition. One idea expressed was that "there is positive potential in enlisting parents for intervention purposes in influencing academic progress" (Gollub, 1977, p. 655).

Several key concepts hit at the heart of the need to involve parents in their child's early education. The first is that "parents are their children's first and most important teachers" (Anselmo, 1978, p. 142). Second, "although parents may have very little formal education, they contribute a great deal to the child's development" (Lillie, 1975, p. 192). Third, the linguistic environment of the home is an important component of language acquisition (Gumperz, 1979, p. 208). Fourth, "early experiences make important differences and we must do everything possible to make such experiences as beneficial as possible" (White, 1974, p. 8). Fifth, "considering language acquisition, the first six years of an individual's life takes on special importance, since during this period basic structures of language are formed" (Bernbaum, 1971, p. 2). Sixth, educational investments in prevention instead of remediation are receiving more consideration.

Burton White (1974) commented on this country's attempt to do away with school failure for many years through the Head Start programs. White contends that the central

purpose of Head Start was to prevent educational failure. He further maintains that Head Start has not succeeded in this prime goal because "serious deficits for many children are usually visible at three years of age" (White, 1974, p. 7). White maintains that except for the children with serious defects or to those that are severely abused during the first years of life, "Serious educational deficits are not usually seen before a year and-one-half of age" (White, 1974, p. 7). The implication of White's research appears plain; parents need to be involved early in their child's language acquisition.

White (1974), Dunlop (1980), and Gollub (1977) commented on the reasons that prevent families from coping with the education of their children. White's list included ignorance, stress, and lack of assistance. Dunlop commented on the research that educators have access to, but is unavailable to parents to enhance their competence. He also talks about the inadequacies in the parent's own rearing. According to Gollub (1977), lack of time to spend on individual children, and lack of communication with school personnel are factors that contribute to parental inability to cope with the education of their children. An additional factor is the difficulty in teaching their own children.

In an effort to involve parents in their child's education, care must be taken to assure meaningful and reasonable parental involvement (Kroft, 1980, p. 19).

Lillie (1975) lists the four most important areas of a parent program as:

1. Emotional support for parents;
2. Exchanging information with parents;
3. Improving parent-child interactions; and
4. Developing parent participation in your program

(Lillie, 1975, p. 194).

In the light of what researchers are saying about the first six years of a child's life, positive parental involvement in intervention programs could be a means for eliminating some of the educational deficits that children come to school with.

The importance of language as a learning tool must not be overlooked. The language theories alone do not assure that the actual language development takes place. The theories do, however, give us clues about how language is acquired and theoretical models of the process (Cairns, Silva, 1967, p. 1, 2). A vast amount of opinion establishes the first four years of life as the optimum time for language acquisition. It is important, therefore, that a partnership between educators and parents be established early. This partnership could allow parents to broaden their own base of knowledge about the importance of language, stages of language acquisition, and the optimum learning times for each state. In this way, language deficits could be minimized or possibly eliminated before school problems are encountered.

## CHAPTER THREE

### Procedures

#### Introduction

The activities for the completion of this project were carried out in three steps. The first step was the formulation of a skills list to be used in the language skills notebook. The second step was the acquisition of the materials and the development of the notebook. The third and final step was the development of a plan for parental involvement.

#### Step I: Language Skills List

The first step consisted of determining the sequence of language skills to be used. This list of skills was used to show what materials needed to be gathered for the skills sheets in the language notebook. Criterion for assignment of skills to language levels was based on the Early Prevention of School Failure Program guides and the three broad categories of language acquisition models encompassing both receptive and expressive language. The language acquisition models represent the different theories and all contribute to the language practice skills.

The three models consist of the development model, the behavioral model, and the information-processing model

was made to focus on development of the proper tools that would enable the child to receive information and to express him/herself. A well-rounded, comprehensive language curriculum was seen as a priority.

Appropriate books and other materials specifically dealing with language were placed in a mini-library for check out purposes.

The skill sheets that made up the major part of the project were attractively designed and required minimum amounts of reading. In addition, each activity was kept to a minimum amount of time for the teaching and/or reinforcing of the skill. Skill cards also contained the following:

1. Clearly stated objectives;
2. Appropriate materials needed for the activity;
3. Procedure for administering the lesson; and
4. Concept extensions.

The appropriate materials were then set in a notebook from which they could be taken and copied. The original would then be refiled for future use and the copy sent home with the parent. The materials were numbered for easy access and easy replacement in the file.

### Step III: Development of a Plan for Parental Involvement

A plan for parental involvement was the focus of the third step. The positive aspects of parental involvement have been discussed earlier in this project. In planning



for the use of parents in intervention, caution was used to assure meaningful and reasonable involvement (Kroth, 1980, p. 19).

The parental involvement plan was formulated to implement the language activities in home intervention. The parental involvement plan consisted of the following elements. First, initial contact was made with parents whose children showed language needs after early prevention of school failure testing. Parent conferences were used for initial contact to alert these parents to their child's needs. Materials for intervention were ready for parents to take home after the conference. Each packet included an individually prescribed work course for the child focusing on five to ten minutes of daily practice. A simple evaluation form also accompanied the first lessons. This form helped to assess the effectiveness of the project and upon return, requested additional lessons or the discontinuance of the lessons.

Next, other kindergarten parents were advised of the project and invited to participate. Last, the community was informed of the project and invited to find out more about it in mini-meetings relating to early language acquisition. The local paper and radio station were utilized fully in alerting parents of coming events.

Other members of the early childhood education staff as well as the principal were enlisted to help by sharing their expertise in conducting small group discussions. In

addition, resource people from the community and county were contacted to aid in broadening the knowledge base of the parents.

Meetings were scheduled for after school on a once a month basis to help parents make appropriate materials for use with their children at home. These meetings were specifically planned to lend emotional support to the parents and to strengthen positive attitudes about their role as teachers.

Evening meetings were held to a minimum. These meetings were well planned and sponsored a variety of activities from guest speakers and discussions to informational sessions. Goals for the meetings included the following:

1. Provide parents with an understanding of the rationale and objectives and activities of the program;
2. Help parents understand the processes involved in the growth and development of their children, especially in language;
3. Preview the schedule of activities that lie ahead for planning purposes; and
4. Provide individual help if the parents request it (Lillie, 1975, p. 196).

Videotaping of certain key meetings gave access to the content of the meetings to parents unable to attend the night meetings but wanting to share in the program. Additionally, videotapes of positive teaching and

reinforcing techniques and other relevant demonstrations were made for use with individual parents or at meetings.

Checkpoints were made available to give the parent reference points and guidelines for when to be concerned about their child's progress or lack of it.

Although strict accounting of evaluation forms for project improvement was maintained, no formal evaluation will accompany this project.

## CHAPTER FOUR

### Home Language Acquisition Skills Notebook

The language skills intervention notebook containing five sections comprises the major portion of this project.

The first section deals with positive teaching techniques and positive home language hints. Both are designed to give parents extra help in teaching new and reinforcing existing language skills at home. A copy of each will accompany the first series of home language tasks assigned to their child (see Appendix A).

The second section contains a simple evaluation form that will accompany every set of home language tasks. The form will allow the teacher to assess the value of the lessons for each individual student as well as the parent's attitude (see Appendix B).

The third section contains the bibliography for the mini-language library. This small library contains books that have ideas, suggestions, and directions for making language materials. These books will be used during the monthly "make and take" sessions set up to help parents choose appropriate materials for their child's level of development. The language library also contains books intended to provide interested parents a more in-depth look at developmental language stages. The library also provides

other appropriate and stimulating activities and information which supplies parents with checkpoints to informally evaluate their child's progress (see Appendix C).

The fourth section of the notebook contains a master list of all language skills and subsequent tasks intended to help teach and/or reinforce skill areas. This list will enable early education staff as well as parents to locate skill areas and tasks quickly and efficiently (see Appendix D).

The fifth section contains sequential home language tasks broken down into common groupings and numbered for easy retrieval and replacement in the notebook. Common groupings are as follows:

- A. Identify and name objects and pictures.
- B. Use singular and plural forms of common words.
- C. Communicate thoughts and needs in complete sentences of four to six words.
- D. Recognize and name basic colors, shapes, and sizes.
- E. Dictate simple sentences about objects and illustrations.
- F. Tell stories in sequence with/without the aid of pictures.
- G. Understand the meaning of basic concepts--space.
- H. Understand the meaning of basic concepts--conditions.
- I. Understand the meaning of basic concepts--time.
- J. Understand the meaning of basic concepts--numbers.

- K. Understand the meaning of basic concepts--  
opposites.
- L. Understand the meaning of basic concepts--causes.
- M. Understand the meaning of basic concepts--  
application of size.
- N. Understand the meaning of basic concepts--value.
- O. Understand the meaning of basic concepts--  
selective abstract concepts.
- P. Understand the meaning of basic concepts--rhyming.
- Q. Recognize and name letters and some words.
- R. Interpret story situations and predict story  
outcomes.
- S. Listening and repeating sound patterns.
- T. Understand the concept of classification of  
objects.
- U. Follow directions: 2-step, 3-step, 4-step.
- V. Use words that describe similarities (same,  
different).
- W. Understand position orientation concepts.
- X. Tell identifying personal information.

Under each group heading are several activities designed to teach or reinforce the skill. In addition, each home activity specifies whether the task is for receptive or expressive language practice. Each task also includes the name, language skill, objective, materials needed, and the procedures to follow as well as extended learning ideas and source of the task (see Appendix E).

## CHAPTER FIVE

### Summary, Conclusions, and Recommendations

#### Summary

Numerous investigations show that language acquisition is a crucial foundation for building future skills. Every day, then, becomes important to the young child in terms of language development. Parents can be instrumental in the teaching of new language skills or the reinforcing of existing skills.

Need for a home language acquisition skills notebook evolved from: (a) use of the early prevention of school failure program in the early childhood curriculum in the Lake Chelan School District, and (b) involvement of parents in the program.

Focus of the project has been to identify major language skill areas and appropriate activities to teach those skills. The language intervention notebook is designed for parents to use in the home. It will assist parents of children four to six years of age in providing language stimulation and activities appropriate to their child's developmental level.

Although the notebook is designed primarily for use with language delayed children, it will also be used with

all kindergarten children in the District to stimulate better language skills--both receptive and expressive.

#### Conclusions

Current literature substantiates that parents of young children (birth to six years) are willing to devote time and effort in developing their child's language skills. Parents can become aware of the importance of a good language foundation and will adapt activities in the home to develop that foundation.

#### Recommendations

According to Leitch (1977), language acquisition is approximately 90% complete by the age of four. This notebook, to be of the most benefit in stimulating better language skills, should be extended to include skills for two and three year olds, the age when language acquisition is most rapid.



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## Appendixes

## Appendix A

## POSITIVE HOME TEACHING TECHNIQUES

1. Remember that you, the parent, are your child's first and best teacher.
2. Praise the things your child does well even if it doesn't seem like much to you.
3. Give rewards for jobs done well--big hug, special trip, sticker, anything s/he enjoys.
4. Provide books and magazines for him/her to look at.
5. Read to him/her whenever possible. (This means the older child also)
6. If a mistake is made, help your child understand that everyone makes mistakes. Help them make the correct response. Do not punish.
7. Keep lessons short. Remember if the child is not attending to the task, s/he is not learning.
8. Set aside a specific time each day for the lesson. Do not set it during a favorite T.V. program or when friends are playing outside and s/he wants to join them.
9. Give your child time to think of answers.
10. If the task seems to be too hard, see if you can make it easier. If it is too easy, try to make it more difficult.

## POSITIVE HOME LANGUAGE HINTS

Adapted from  
Ethel S. Maney, Reading Consultant  
Plymouth and Whitemarsh Townships, Pennsylvania

1. Do give your child as many opportunities as possible for meaningful experiences. For example: visit a fair, circus, zoo, museum, supermarket, farm store, etc.
2. Do strive for good language facility: answering in complete sentences and using exact labels, etc.
3. Do discourage baby talk. What sounds cute to parents presents one more language barrier for the child to overcome.
4. Young children ask innumerable questions. It takes almost limitless patience to listen and answer, but this is the way they learn so fast at this age. The spark of wanting to know, so vital to learning, is kept alive by your attitude of interested listening and answering.
5. Do keep probing your child's statements and ideas with "why" and "how do you know" and "give me an example" and "tell me in your own words," etc. In short, do encourage critical thinking rather than parrot-like acceptance of ideas.
6. Do play vocabulary games with your child.
  - a. Contrast: How is a car different from a truck? How is a toy different from a pet? How is a bench different from a chair?
  - b. Comparison: How are cars and roller skates alike? How are spoons and forks alike, different?
  - c. Classifying: Tell me another word to go with brown, red, blue. Name all the different kinds of shoes you can think of. What family do all of these belong to: a hammer, a saw, pliers, a wrench?
  - d. Make Conversation More Vivid: Use colorless sentences such as "The car went down the street." Substitute as many specific names as possible for the word car--convertible, hot rod, etc. Then substitute more vivid words for the verb went--skidded, raced, chugged, etc.

- e. Develop Sensory Impressions: Use a statement somewhat like this: "The old man sat down beside the stream to fish." Then say to the child: "What do you see?" (Describe the old man...features, clothing, expression.) Other questions to elicit sensory impressions are: "What might you smell?" "How do you think he feels?" "What might he be doing?" Note: No two individuals ever have exactly the same imagery.

## Appendix B

## PARENT TASK EVALUATION

Good Parents,

Please fill out the following evaluation form for my information by underlining the word that best describes your feelings about the home language tasks.

\_\_\_\_\_ completed (some    most    all) of the practice work.

The practice work was (too easy    just right    too difficult) for my child.

The amount of practice work was (too much    too little    just right).

I (do    do not) want more practice work for my child.

Thank you,

Rosanna

Other comments or questions: (use back if necessary)

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C

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## Appendix D

Master List of all Language Skills  
and Task Sheets

- A. Identify and name objects and pictures.
1. Label Language
  2. Picture Words
  3. Treasure Hunt
  4. Find What's New
  5. Animal Hunt
  6. Household "Handles"
  7. Touch and Tell
  8. Talking Tips
  9. Picture Clues
  10. Item Identification
  11. Recall
  12. Give Me a Clue
  13. Give Me Another Name
- B. Use singular and plural forms of common words.
14. Singular and Plural
  15. Plural Please
  16. More Than One Around the House
  17. Me or We
  18. Is or Are
- C. Communicate thoughts and needs in complete sentences of four to six words.
19. Word Pantomimes
  20. What Would You Say If.....
  21. Imagine Me
  22. Change-O
  23. Missing Words
  24. Build a Sentence
  25. Dress-up Box
  26. Charades
  27. What Am I
  28. Name the Picture
  29. What Could You Do With it
  30. People I Like
  31. Twenty Questions
  32. Cloud Pictures
- D. Recognize and name basic colors, shapes and sizes.
33. Like Me or Different
  34. Big, Red and Juicy

35. Color Lists
36. Shape'm Cups
37. Big and Little
38. Cars and Garages or Dolls and Beds
39. Chicken Check
40. Colorland
41. Color Sort
42. Colors

E. Dictate simple sentences about objects and illustrations.

43. Photo Fun
- 43A. Magic Glasses
44. My Book
- 44A. My Own Picture Story
45. News...News...
46. Cartoon Comics

F. Tell stories in sequence with/without the aid of pictures.

47. The Little Turtle
48. Tell-a-Tale
49. Comical Sequence
50. Order Please
51. What Will Happen Next?
52. Finale
53. Story Roller
54. Cookie Order
55. I Went to the Store
56. Tell Me a Story

G. Understand the meaning of basic concepts--space.

57. Does It Fit?
58. Detective Discoveries

H. Understand the meaning of basic concepts--conditions.

59. Cold, Tired and Hungry
60. Cold or Hot

I. Understand the meaning of basic concepts--time.

61. Gone Fishing
62. Say-It-Again
63. Recall
64. First or Last?
65. Time Tunnel

J. Understand the meaning of basic concepts--numbers

66. Number Tap
67. Number Hang-Up
68. How Many?

- K. Understand meaning of basic concepts--opposites.
- 69. Topsy-Turvy
  - 70. Is The Opposite Possible?
- L. Understand the meaning of basic concepts--cause and effect.
- 71. Sweet Effect
  - 72. If...Then...What?
- M. Understand the meaning of basic concepts--application of size.
- 73. Tie Up the Room
  - 74. Seeing Sizes
  - 75. Meaning Matches
  - 76. What Size Is It?
- N. Understand the meaning of basic concepts--value.
- 77. Right or Wrong
  - 78. Got'cha
  - 79. What Makes It Important?
- O. Understand the meaning of basic concepts--selective abstract concepts.
- 80. Smiley or Frowny
  - 81. Faces Show Feelings
- P. Understand the meaning of basic concepts--rhyming.
- 82. Rhyming
  - 83. Jingles
- Q. Recognize and name letters and some words.
- 84. Letter Talk
  - 85. Labeling
  - 86. Trace the Letter
  - 87. Take Away
  - 88. Lucky Letter...
  - 89. Bag the Letter
  - 90. Creepy Crawlers
  - 91. Key Vocabulary
- R. Interpret story situations and predict story outcomes.
- 92. Story Change
  - 93. What Would Happen If.....
  - 94. Sequence-a-Story
  - 95. Comic Cut-Ups
  - 96. Build a Story
  - 97. Story Time

- S. Listening and repeating sound patterns.
  - 98. Repeat After Me
  - 99. Clap Patterns
  
- T. Understand the concept of classification of objects.
  - 100. Light and Heavy
  - 101. The Button Game
  - 102. How Are They Alike?
  - 103. Animal Habitat
  - 104. Put Me In a Group
  - 105. Sorting
  - 106. Treasure Boards
  - 107. Mystic Magnets
  
- U. Follow directions: 2-step, 3-step, 4-step.
  - 108. Connect The Numbers
  - 109. True--Not True
  - 110. Frieda or Freddy Frog
  - 111. Point to This
  - 112. Dial-a-Number
  
- V. Use words that describe similarities (same, different).
  - 113. Same and Different
  - 114. Leaves
  
- W. Understand position orientation concepts.
  - 115. Near and Far
  - 116. Going Up and Down
  - 117. Do As I Say
  - 118. Do This
  
- X. Tell identifying personal information.
  - 119. Where Do You Live?
  - 120. I Feel Like ....



Appendix E

ONE TASK SHEET FROM EACH OF THE MAJOR SKILL AREAS

SOURCE: E.P.S.F.

Please note: Text from Appendix E (p. 46-72) has been redacted due to copyright concerns.

SOURCE: E.P.S.F.

SOURCE: Yakima Follow Through

SOURCE: E.P.S.F.

SOURCE: Yakima Follow Through

SOURCE: E.P.S.F.

SOURCE: E.P.S.F.



SOURCE: E.P.S.F.

SOURCE: E.P.S.F.

SOURCE: E.P.S.F.

SOURCE: E.P.S.F.

SOURCE: E.P.S.F.

SOURCE: Yakima Follow Through



SOURCE: E.P.S.F.



SOURCE: E.P.S.F.

SOURCE: Yakima Follow Through



SOURCE: E.P.S.F.

SOURCE: E.P.S.F.

SOURCE: Yakima Follow Through

SOURCE: Yakima Follow Through

SOURCE: Yakima Follow Through





SOURCE: Yakima Follow Through



SOURCE: Yakima Follow Through