
EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS

Third Edition



Instructor's Guide

Jeanne M. Machado

INSTRUCTOR'S GUIDE

**Early Childhood Experiences
in Language Arts**

Third Edition

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TO THE INSTRUCTOR

Early Childhood Experiences in Language Arts is designed for college classroom use or for in-service vocational training. It intends to prepare early childhood teachers and teacher aides to offer young children a full, lively curriculum, and to interact in daily communications in a skilled professional fashion.

Teaching a child language course is a favorite assignment for many college instructors; I hope it is that way for you. This course of study contains theory, how to's, and skill practice components. If your training program has a child center attached or adjacent, or if your students are concurrently employed, they will be trying out many new ideas and activities. What I like best about this course is the opportunity to familiarize students with classic, widely-accepted language and literary experiences and activities which are sure winners at holding child attention. This consequently bolsters the student's confidence. Also, I particularly enjoy seeing students create and author their own material and develop specialties. Watching students share patterns, stories, poetry, and beloved picturebooks, and use their ingenuity in constructing teaching aids is another source of great pleasure.

Course Guide

Ideally your instructional class time allows for construction of visuals and practicing presentation skills, as well as lecture and demonstration.

A course guide (green sheet, syllabus) can include:

Instructor Goals

- Explore the four interrelated areas of language arts and young children's growth and development potential.
- Further refine existing student skills, and promote professional ability to program language arts activities.
- Help students recognize their individual talents and gifts useful in language arts activities.
- Motivate student creativity and innovation in designing child experiences and materials.
- Provide young children with enthusiastic, self-confident teacher/companions.
- Afford the student time to practice, try out, and gain immediate feedback on progress.
- Have students exit the class with a resource collection for present and future use.

Reading Assignments

Dates book units and sections are to be completed.

Assigned Suggested Activity Assignments

You may want your students to record and complete select learning exercises at the end of units. Some are best done or discussed during class time. Others can become homework assignments which encourage class dialog and reporting.

Bring-to-class Materials, Resources, and Supplies

Depending on your budget, resources, and circumstances it may be helpful and prudent to have students bring the following to class on particular dates.

- Five picturebooks including one wordless book, one nonfiction, and one novelty book
- An example of an empty book skeleton consisting of lined pages on which child-dictated text could be recorded

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- An example of a prop that might be used in a storytelling experience
- A researched story to practice for storytelling without a book
- Three favorite children's poems
- A yard of pella, felt pens, scissors, and tracing paper
- Patterns and text for one flannel board set: two copies, one to donate to class collection
- A chant for young children
- Chart paper or board, yardstick, soft pencil with eraser, felt pens or crayons, and any material needed to make a chart
- All materials needed to construct a language game, and one yard of clear contact paper

Possible Term Projects

- Resource binder or box containing language arts activity ideas
- Self-authored and illustrated—or with photographs—child's picturebook
- Completed chart
- Five completed flannel board sets
- Homemade flannel board
- A self-designed or collected dramatic play kit

Possible Group Term Projects

- A puppet play performance presented to a group of young children
- A student recorded tape cassette picturebook set ready for classroom use
- A set of costumes and props for child dramatization of a story or book

Skill Building Practice Sessions

The following is a listing of skills you may wish your students to practice during class. Immediate feedback on student progress can be accomplished by creating a classroom where tactful, constructive, criticism is an integral part of practice sessions. Have students critique one another by first mentioning strong points, and then giving suggestions for improvement.

The following is a listing of skill practice mentioned in Student Activities Sections:

- Unit 5 — Writing activity plans
- Unit 7 — Presenting listening lessons
- Unit 8 — Presenting listening lessons
- Unit 9 — Reading books to groups of peers and children
- Unit 10 — Storytelling
- Unit 11 — Presenting poetry
- Unit 12 — Flannel board presentations
- Unit 14 — Show and tell
- Unit 15 — Finger play practice and presentation
- Unit 16 — Conducting circle times
 - Puppetry presentations
 - Chart ideas
- Unit 17 — Presenting dramatizing experiences to children
 - Planning multicultural language activities
- Unit 18 — Printscript activities

- Unit 19 — Experience stories
- Unit 20 — Supervising printscript activities with children
Chalk talk demonstration
- Unit 21 — Planning prereading activities

STUDENT ACTIVITY SECTIONS (At the End of Each Text Unit.)

The Student Activities sections following each unit are integral parts of this course of study. The use of community resources, such as speakers and specialists, supplements and brings into reality textual statements. Early childhood facility visitation and observation is built into this section also. Occasionally assign individual students or small student groups the task of contacting and arranging for classroom visitors and speakers. A tentative date (dates) is designated by the instructor before students make initial contacts.

Role playing and student discussion groups facilitate the exchange of both researched ideas and students' opinions or knowledge gained from work experiences. These group times add instructional variety and promote individual involvement and participation in class meetings.

Student Activities often call for student practice and performance of language arts "teaching skills," a technique which works well when a spirit of constructive criticism is present. Students learn much from each other, and the more skilled and confident students serve as models for the others. Instructor demonstrations are invaluable and motivational in these skill sessions and should precede student practice.

These practice and performance exercises are considered laboratory training — the testing and trying out of new methodology. It is hoped that young children are available with whom the students may interact and that student planned and conducted activities can be viewed by classmates.

Videotape is a very useful device, if it is available. Using this audiovisual aid gives the student immediate opportunity for self-evaluation and to plan for improvement.

SUGGESTED FIELD TRIPS

1. Local library — children's book sections.
2. Local school supply stores to review commercial language development materials.
3. Puppet or drama shows for children.
4. Library story hours.
5. Local children's book stores.
6. Second-hand and recycling stores to find inexpensive dramatic play equipment.
7. Computer center (teacher's) to review commercial program.

SUGGESTED RESOURCE SPEAKERS

1. Commercial Language Kit sales representative to demonstrate kit.
2. Speech therapists to discuss identification and methods.
3. Directors (or staff members) of local early childhood centers to discuss language development goals and activities.
4. School psychologist to describe commercial speech screening assessment instruments.
5. Special talent resources — puppeteers, children's drama group directors, etc.
6. Bilingual program teachers.
7. Children's picture book author or illustrator.
8. Infant-toddler center teacher.
9. Children's computer software salesperson.

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FILMS

Unit 1

Out of the Mouths of Babes, 27 min., CBS Enterprises, Canadian Broadcasting Corporation, 245 Park Ave., New York, NY 10167. An intimate look at the emerging language of six children.
Perception, Brigham Young University, Media Marketing W-Stad, Provo, UT 84602.

Unit 2

Child Language: Learning Without Teaching, Davidson Films Inc., 165 Tunstead, San Anselmo, CA 94960.

Unit 4

Sensorimotor Training, Valdhare Films, 3060 Valleywood Dr., Kettering, OH 45429.

Unit 6

Supporting Communication Among Preschoolers, three reels of film, 78 min., High/Scope Educational Research Foundation, 600 River St., Ypsilanti, MI 48197. Shows teacher techniques in action.

Unit 9

Storymaker, Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069.
The Lively Art of the Picturebook and *What's A Good Book: Selecting Books for Children*, Weston Woods, Weston, CT 06880.
The Pleasure is Mutual, Children's Book Council, 67 Irving Place, New York, NY 10003.

Unit 14

Finger Games No. 1, 10 min., USC University of Southern California, Film Distribution Center, Division of Cinema-Television, University Park, Los Angeles, CA.
Facilitation of Children's Dramatic Play, Campus Film Distributor Corp., 2 Overhill Rd., Scarsdale, NY 10583.

Unit 15

Children's Chants and Games, BFA Educational Media, 2211 Michigan Ave., PO Box 1795, Santa Monica, CA 90406.

Unit 17

Pizza, Pizza Daddo-O, UCE University of California, Extension Media Center, Berkeley, CA 94720.
Bilingualism: Promise for Tomorrow, Bilingual Educational Service, 1607 Hope St., Pasadena, CA 91030.
Elementary-aged children shown, but film emphasizes dignity in diversity.

Unit 21

Visualization—A Key to Reading, Soundings, 2150 Concord Ave., Concord, CA 94520.

Visual Perception and Failure to Learn, Oregon Division of Continuing Education, P.O. Box 1491, Portland, OR 97407.

ADDITIONAL CLASS ACTIVITIES**Unit 4**

Task: Read Review Exercise D. With a group of 3 other class members decide what courses of action are appropriate in 2, 8, 10, 11, and 12 to insure or promote the child's social-emotional growth. Report suggestions to class.

Unit 12

Task: Remind your students that the flannel board patterns covered in this unit and found in the appendix have been reduced for placement in this text. It is a good idea now to inform them that there are copying machines currently on the market that have the ability to enlarge them for classroom use. Familiar places to find these machines include the campus media centers as well as the local public library.

Unit 21

Task: Obtain "Helping Children Learn About Reading," by Judith A Schickedanz; brochure from N.A.E.Y.C., 1834 Connecticut Ave., N.W., Washington, DC 20009. \$.05-.25, 1983. Review with class.

OVERHEADS, DISCUSSION AND HOMEWORK SHEETS**Unit 1 Beginnings of Communication**

1. Place large sheets of newsprint on walls and have student groups put down key ideas on the following items.
 - Factors which might cause a child to lag behind expected development during his first year of life.
 - Prenatal conditions which might affect child language potential.
 - Important tips for infant center caregivers who wish to promote child language.
 - What every early childhood teacher would like parents to know about language and their infants.
2. Show an overhead transparency CHARACTERISTICS OF COMPETENT INFANT CAREGIVERS found in Arminta Lee Jacobson's article "Infant Day Care: Toward a More Human Environment" in *Young Children*, Vol. 33, No. 5, July 1978, pp. 14-23: discussing characteristic listed.
3. Show the film *Language Development*, 20 minutes, CRM/MCGRAW-HILL FILMS, 110 Fifteenth St., Del Mar, CA 92014. This basic film discusses research and language acquisition.

DISCUSSION SHEET #1: INFANT CARE

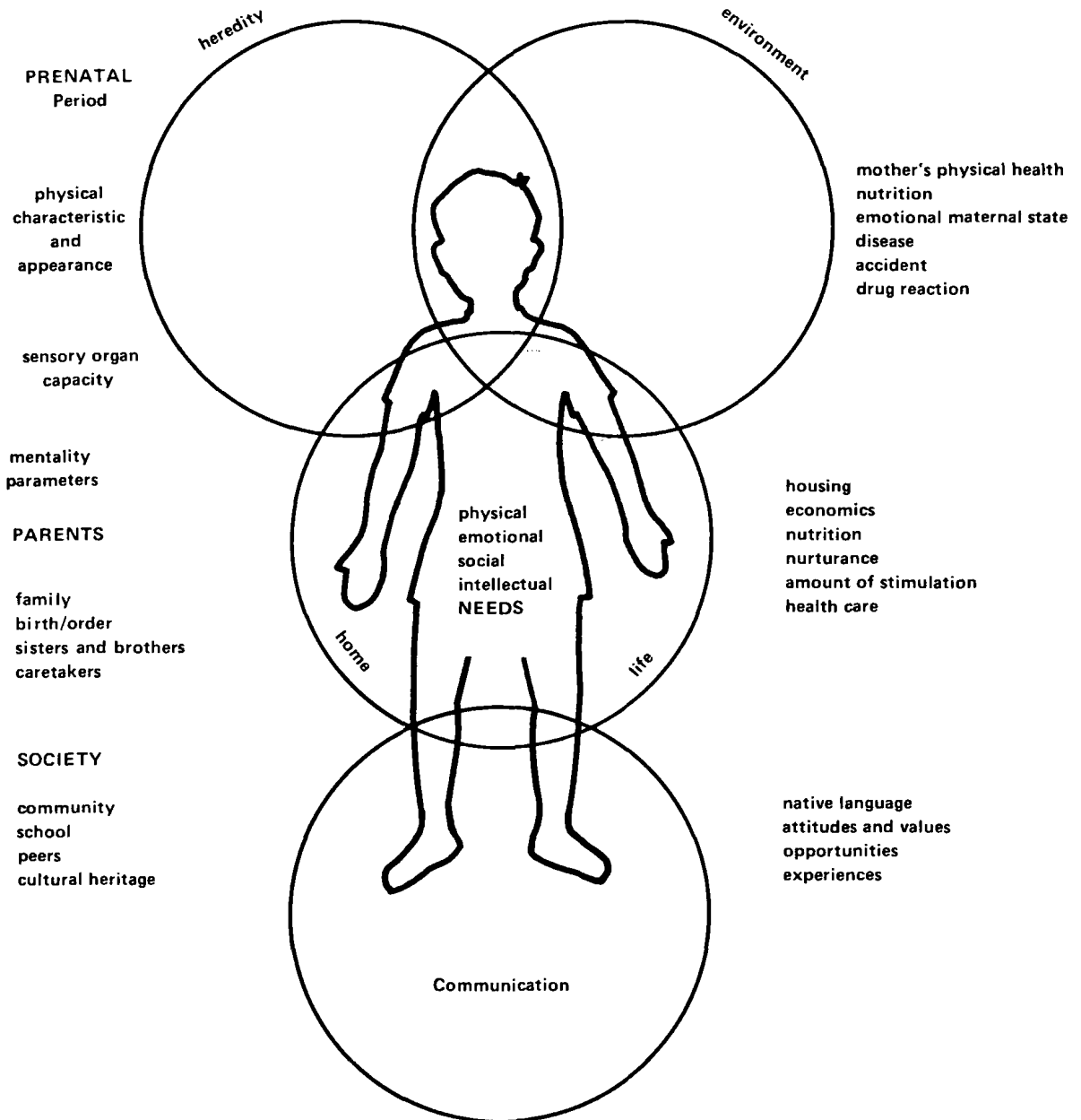
Form a group of 3-5 class members.

Task: List common misconceptions or poor advice you've heard or read concerning good infant care. List particularly those which could affect language growth and development. Example: "Let the baby cry. It's good for him."

HOMEWORK SHEET #1: CREATING A BABY PLAY LANGUAGE ACTIVITY

- Task:*
1. Create a talking or singing game which combines touching and verbalizations for a 5- to 8-month-old child.
 2. Teach the activity to the child's parent or caregiver and have it offered to the child.
 3. Record and report both child and adult actions and reactions.

OVERHEAD #1: FACTORS INFLUENCING LANGUAGE DEVELOPMENT



Unit 2 The Tasks of the Toddler

DISCUSSION SHEET #2: "Wa"

Task:

Read the following incident of a young child using the sound "wa."

The child goes to mother at the sink and says "wa." Later, milk is delivered which the child calls "wa." The child sees a peach in a dish, points to it and says "wa." The child hears the washer in the garage and says "wa?" The child picks up a cup at the beach, fills it with sand, turns it over while saying "wa." Later, the child goes into the surf and says "wa."

Pinpoint the relationships seen by the child in the use of "wa."

Setting

at sink
sees milk
sees peach
hears washer
turns over sand-filled cup
goes into surf

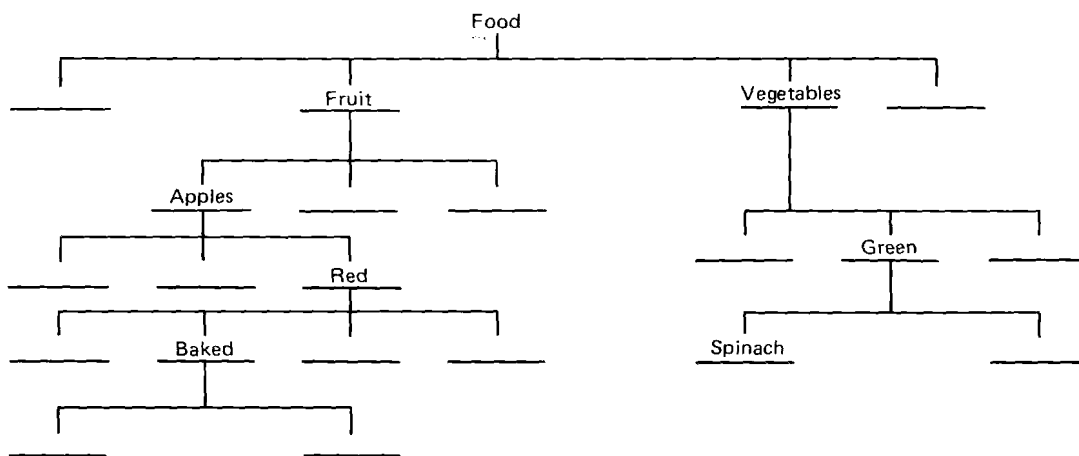
Relationship

requests a drink
it's liquid like water

What does the above exercise have to do with clarifying concepts in extending conversations with young children?

Fill in the blanks. Compare your answers with a classmate.

Draw in additional categories if you wish.



Why do some of your answers differ from those of your classmates?

How does this worksheet relate to preschool teachers acceptance of what they consider "naming errors" in children's speech?

HOMEWORK SHEET #2: TODDLER BOOK EXPERIENCE

- Task:*
1. Find a toddler book which may or may not be included in the bibliography in figure 2-8.
 2. Share with a toddler.
 3. Record outcomes and your reactions.
 4. Report to class at next meeting.

DISCUSSION SHEET #3: PIVOTS AND MEANINGS

Form groups of 3–4 class members each.

Task:

Fill in what you think a toddler might be trying to express in the following. Underline the pivot words used.

Meaning

- | | |
|-----------------------|-------|
| 1. Allgone boy | _____ |
| 2. Bye-bye sock | _____ |
| 3. See milk | _____ |
| 4. Want hot | _____ |
| 5. Big cookie | _____ |
| 6. Pretty shoe | _____ |
| 7. Night-night doggie | _____ |
| 8. More dink | _____ |
| 9. Up Jody | _____ |
| 10. My horsie | _____ |

Unit 3 Preschool Years

DISCUSSION SHEET #4: VERB FORMS AND PLURALS

Task:

What does the child mean in the following overgeneralizations of verb past tense forms?

Meaning

- | | |
|-----------|-------|
| 1. Seed | _____ |
| 2. Dieded | _____ |
| 3. Doed | _____ |
| 4. Comed | _____ |
| 5. Wented | _____ |

What is the correct plural for the following uttered by young children?

- | | |
|----------------|-------|
| 1. foots | _____ |
| 2. mices | _____ |
| 3. shoeses | _____ |
| 4. womans | _____ |
| 5. menes | _____ |
| 6. peoples | _____ |
| 7. toothes | _____ |
| 8. toeses | _____ |
| 9. theses ones | _____ |

HOMEWORK SHEET #3: ARTICULATION OF BEGINNING CONSONANTS*Task:*

Listen to three 3-4 year olds, and check whether you hear the child's articulation of the following sounds. Ask the child to repeat after you if you don't hear a word with the sound in it in his conversation by playing a "Say What I Say" game.

Key —	n in not	h in how
	t in toe	p in pass
	g in goal	k in key or cook
	m in meat	f in fine
	b in boy	d in doctor
	w in will	

Checklist

	<i>Child 1</i>	<i>Child 2</i>	<i>Child 3</i>
n	_____	_____	_____
t	_____	_____	_____
g	_____	_____	_____
m	_____	_____	_____
b	_____	_____	_____
w	_____	_____	_____
h	_____	_____	_____
p	_____	_____	_____
k	_____	_____	_____
f	_____	_____	_____
d	_____	_____	_____