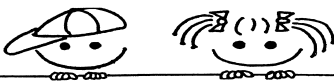




Parenting Corner: Language Development



IUSD Early Childhood Learning Center
Early Start * Head Start * Montessori International * School Readiness * Special Education Preschool
(949) 936-5870



Bilingualism

Different people use the term in different ways. For some, bilingualism means an equal ability to communicate in two languages. For others, bilingualism means the ability to communicate in two languages, but with the possibility of greater skills in one language.



"READING IS MORE THAN A PASTIME. IN TODAY'S WORLD, IT'S A SURVIVAL SKILL."
- SECRETARY OF EDUCATION,
MARGARET SPELLINGS

Four Legs of the "Language Stool"



Whether or not English is your first language isn't important. It's important to talk with your child. To understand the connection between children's early experiences with spoken language and learning to read, think of language as a four-legged stool consisting of:
Talking*Listening*Reading*Writing

Ideas for Helping Preschoolers Ages 3 and 4 Get Ready to Read

- ☆ Keep up the conversations, book-sharing and trips to the library. Look for alphabet books and books of poems and rhymes.
- ☆ Point out letters and simple, familiar words in books and signs. Help your child read his name or write it with crayons or magnetic letters.
- ☆ Encourage him to retell stories, including the beginning-middle-end.
- ☆ Read books and sing songs with rhymes. Play rhyming games. For instance, as you're reading or singing, stop before a rhyming word and ask your child to fill in the blank.
- ☆ Check with your school district or other service providers about early childhood learning materials they may have.

HIGH QUALITY INTERACTIONS THAT PROMOTE LANGUAGE LEARNING

TALKING: *Talk beyond what is necessary to provide care.*

- For sociability: To keep your child cooperative and distracted, use words as an accompaniment to actions. Language can be very rich, informative and diverse when not trying to prompt for response or understanding.
- To stay involved: Although doing another task, remain involved with your child through casual talk about whatever you are doing.

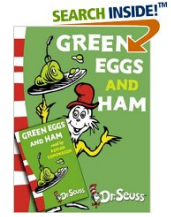
LISTENING: *Listen beyond what is necessary to provide care and to educate.*

- Become a receptive social partner, stopping whatever you are doing to focus on what your child has to say regardless of how repetitive, uninformative or immature it might be.
- Listening to add information: Mediate the conversation and experience for your child.
- Listening to encourage commenting: Be a receptive listener. Be open to your child's pace, don't be demanding, and keep the exchange going by repeating and confirming your child's statements.
- Listening to prompt elaboration: Be a social partner in child's pretend play. Your child is in control while you prompt and encourage him/her.



You Can't Take a Balloon into the Metropolitan Museum: In this wordless picture book, a little girl visits the Metropolitan Museum with her grandma, leaving her yellow balloon tied to the railing outside. However, it escapes and the rest of the story follows the balloon's adventures in New York City. Wordless picture books are great for parents to encourage language development in their children with question and answer storytelling.

Story Time



Green Eggs and Ham: Dr. Seuss is famous for his silly rhymes! This book is full of vivid illustrations that will keep your child entertained while holding their attention as they learn new words and language through the rhymes. Remember, rhyming with children is a wonderful method of developing their language skills!

HIGH QUALITY INTERACTIONS THAT PROMOTE LANGUAGE LEARNING (CONTINUED)

EXTENDING CONVERSATION: *Tell more than is necessary to answer a question*

- Read material with vocabulary well beyond your child's comprehension level.
- Name, repeat and restate to help your child understand.
- Ask open-ended questions. (Avoid questions with yes/no or one word answers)
- Help to put words to what your child is thinking and feeling and talk about the social appropriateness of actions and behaviors you observe.
- Talk about things that are worth noticing and remembering.
- Talk about what your child might expect and how he/she might handle a situation.



Helpful Resources

<http://www.earlyeducation.org>

http://www.childdevelopmentinfo.com/development/language_development.shtml

<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp#mychild>

http://www.asha.org/public/speech/development/lang_lit.htm



For more information on the IUSD School Readiness Program visit:
<http://www.iusd.org/ecic>

3 YEARS OLD

- Use pronouns I, you, me correctly
- Is using some plurals and past tenses
- Knows chief parts of body and should be able to indicate these if not name
- Handles three word sentences easily
- Has in the neighborhood of 900-1000 words
- About 90% of what child says should be intelligible
- Verbs begin to predominate
- Understands most simple questions dealing with his environment and activities
- Should not be expected to answer all questions even though he understands what is expected

LANGUAGE DEVELOPMENT



4 YEARS OLD

- Knows names of familiar animals
- Names common objects in picture books or magazines
- Knows one or more colors
- Can usually repeat words of four syllables
- Demonstrates understanding of over and under
- Has most vowels and diphthongs and the consonants p, b, m, w, n well established
- Often indulges in make-believe
- Extensive verbalization as he carries out activities
- Understands such concepts as longer and larger
- Readily follows simple commands even though the stimulus objects are not in sight

