

DELAWARE DEPARTMENT OF EDUCATION

**KEY COMPONENTS OF COMMUNICATION
IN YOUNG CHILDREN**

PARENT INFORMATION SESSION

PRESENTER GUIDE

DelasIG

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Materials

Materials for Key Components of Communication in Young Children

1. 3 x 5 Cards with one word (simple) written on each card. Use words such as bat, ball, cat, sat, ate, I, sit, all, etc.
2. Flip chart with paper
3. Markers
4. Book: Brown Bear Brown Bear
5. Set of 26 3 x 5 cards with one letter of the alphabet written on each card
6. Cloth bag
7. Items: fork, key, small stuffed animal, cup, orange/apple, ball, car, small block, spoon
8. Books: at least one new/used book appropriate for young children to be given to each family at the conclusion of the session

The Key Components of Communication in Young Children Guide For Presenter

I. Welcome

Warm-up Activities: Getting Acquainted (3-5 minutes)

Begin by welcoming parents and handing out the agenda for your meeting. Have parents sign in on attendance sheet. After you have done that, get all of the parents involved in one of the following activities.

Activity A

1. Have participants pair up and ask each other what their child's first word was and how old the child was.
2. Have participants ask each other when their child's first full sentence was and how old the child was.

Activity B

1. Pass out 3 x 5 cards with simple words on them (bat, ball, cat, sat)
2. Ask parents to think of words that rhyme with the words on the cards.

Note to presenter: These activities are designed to make parents feel at ease. If there is not enough time you can omit them from your presentation.

II. Introduction to the Program

Explanation of the Information Session (2 minutes)

Welcome to The Key Components of Communication in Young Children. My name is _____ . Thank you for coming out this evening. We will focus specifically on language development in preschool children. This presentation will last for approximately 25 minutes. Then I will give you a brief evaluation to fill out. During the presentation, I will show you a few activities that you can do at home with your children. Okay, let's get started.

III. When and How Language is Learned (7 minutes)

- A. What would you say if your child stood in front of you with an empty cup? (Hold up empty cup) **(Allow audience to respond) (Give examples of possible responses: Would you like juice or milk? Would you like orange or grape juice?)**
- B. Believe it or not, your response to your child actually shapes in great part his/her language development. One of the goals of this information session is to show you how you can increase the amount of communication that you share with your child.
- C. Most children learn the rules of language very early without formal teaching. This means that just communicating with your child on a daily basis will give him/her a pretty extensive vocabulary by two years of age.

- D. Although, most children can talk by two years of age, the number of words that they speak will be greatly influenced by the variety of words that their parents and caregivers share with them.
- E. Children learn the specific variety of language that the important people around them speak. The more language and words they hear, the bigger and better is their vocabulary. (**Ask audience to share when their child began to speak using clear language**)
- F. Parents should give their child time to learn the rules of language. This requires constant practice and time for the child to develop on his/her own. It is not necessary to constantly correct your child's speech patterns. The best thing that you can do is be a good example for your child when you speak.
- G. Language is mostly a combination of your child's environment, the words that they hear and read and your child's own skills.

IV. Language Development Guidelines (2 minutes)

Presenter Note: Use flipchart to demonstrate the three different types of sentences. Show how the words increase in the sentences as the child gets older.

- A. Children say their first words between 12 and 18 months of age.
- B. They begin to use full sentences by 2 _ to 4 years of age. (Sentences that use a few words but you understand the meaning)
- C. They begin to use complex sentences by 4 to 4 _ years of age. (Sentences that use several words. Words also vary in length and complexity)
- D. This means that by the time your child starts kindergarten; if he/she is exposed to broad experiences and placed in settings where language is considered an important part of learning, he/she should know most of the fundamentals of language.

V. How to Nurture Language Development (5 minutes)

- A. Parents should not be too concerned if their pre-school age child does not speak as clearly as another child in their age group.
- B. Do not focus on problems, such as the inability to pronounce words as adults do. (When children pronounce r's like w's or y's like l's) Most children outgrow these language quirks.
- C. However, if your child appears not to hear what others say to him/her; if your child is difficult to understand; or if your child is severely delayed when compared to playmates, then the parent or teacher should talk with your physician or contact your local school district's Child Find Office.

D. Tips to Nurture Language Development

- i. Constantly engage children in conversation. Have meaningful conversations with children even if they are not speaking. Examples of this could be to describe various activities to your children (washing dishes, ironing clothes, planting flowers) (**Ask audience for ideas**).
- ii. Encourage interaction among children. Mixing age groups is a perfect way to help children improve their vocabulary skills.
- iii. Have fun with riddles, puns, tongue twisters and other word games. These emphasize the playful aspects of language and teach your child important language skills, such as vocabulary, use of syntax (how sentences are formed), semantics (meaning of a word) and articulation (how a word is spoken or pronounced).
- iv. Let your child use a tape recorder to record his/her voice and hear it played back.
- v. Take trips, walks, hikes visit the library, go to a museum, go to a park or visit the fire station. As you go on these experiences-talk to your child about the things that they are seeing-giving them new words to open their vocabulary.

VI. Using Books to Promote Language and Literacy Development(7 minutes)

Read *Brown Bear Brown Bear* by Bill Martin or *Barnyard Banter* by Denise Fleming. Explain the difference between the two books. *Brown Bear Brown Bear* uses question and answers to demonstrate the patterns of language. *Barnyard Banter* uses rhyming to demonstrate the patterns of language. Both of these books are considered **predictable books**.

- A.** Predictable books are an effective way to provide children with a chance to learn repetitive patterns of language quickly.
- B.** Predictable books allow children to know that language has a system.
- C.** Predictable books give children the opportunity to have a fun experience with language.
- D.** Predictable books provide children with the chance to become familiar with language sequences.

Presenter Note: Pass out list of predictable books. Have several of these books on display for parents to view at end of information session.

VII. Activities to Do at Home to Enhance Language Development (10 minutes)

- A. Letter Treasure Hunt**-write each letter of the alphabet on a separate 3x5 cards. Give a few of the cards to your child and invite him/her to hunt around the house for objects that start with the letters on the cards.

Note to presenter: Have 3x5 cards ready to show participants. Hand a few out and have them look for items in the room that begin with the letter on the card.

- B. Feel and Say-**Place several objects(fork, key, stuffed animal, cup, orange etc.) in a bag. Invite your child to reach in without looking, describe one of the objects and guess what it is.

Note to presenter: Ask for a parent volunteer to describe object in the “feely” bag.

- C. Memory Game-**Place approximately six picture flash cards on a tray. Ask your child to take a minute and memorize the cards on the tray and then close his/her eyes. Take one of the cards away. When your child opens his/her eyes ask what card was taken away.

Note to presenter: Ask for a volunteer to try this game.

- D. Make a book** with the letters of the alphabet and pictures cut out of a magazine.

These ideas were taken from Brain-Based Activities for Young Learners by Ellen Booth Church

HANDOUTS



The Key Components of Communication in Young Children

- ❖ Almost all children learn the rules of language early. Especially if parents spend a lot of time talking to their children.
- ❖ Children learn how to speak based on the way the people around them speak.
- ❖ Parents do not have to constantly correct their children because eventually their children will learn the correct way to say the phrase or word.
- ❖ By the time a child starts kindergarten, most of the basic concepts of language are learned. A child should be able to have a conversation with someone who talks to them in a way that they understand.
- ❖ Parents should not be overly concerned if their child does not speak as clearly as another child in their age group.
- ❖ Have meaningful conversation with children even if they are not speaking.
- ❖ Parents should spend a large portion of time with their children reading aloud, discussing the environment and answering the questions their child asks.
- ❖ Children say their first words between 12 and eighteen months of age
- ❖ Children begin to use complex sentences by the age of 4 to 4 1/2 years.



Information obtained from www.readingrockets.org

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Activities to Do At Home to Enhance Language Development

- ❖ **Letter Treasure Hunt**-Write each letter of the alphabet on separate 3 x 5 cards. Start out with one card/letter. Pronounce the letter sound “b”. As your child to find something in the house that starts with “b” like “ball”. As your child gets comfortable and better at the task, you can increase more sound cards. Next, you can give a few of the cards to your child and invite him/her to hunt around the house for objects that start with the letters on the cards.
- ❖ **Feel and Say**- Place several objects (fork, key, stuffed animal, cup, orange etc.) in a bag. Invite your child to reach in without looking, describe one of the objects and guess what it is.
- ❖ **Memory Game**- Place approximately six picture or alphabet flash cards on a tray. Have your child name each picture or letter. Ask your child to take a minute and try to remember the cards on the tray and then close his/her eyes. Take one of the cards away. Have your child guess which card was taken away.
- ❖ **The Rhyming Box**- Save an old shoe box and place a collection of small objects whose names make rhyming pairs (cork and fork, bell and shell, toy bear and toy chair, toy duck and toy truck) inside of the shoe box. Show your child the contents of the box and give an example of a rhyming pair. Pick up one object and ask your child to find a rhyming mate. Later ask your child to pair up other items in the box.
- ❖ **Fun With Five Senses**- Ask your child to use his/her five senses to describe an apple, a banana, a block, and a piece of sandpaper. Allow your child to describe what they hear, smell, see, feel and taste.
- ❖ **Field Trips** – Take trips out into the community with your child. Visit the firehouse, library, museum, park, zoo, beach, take a walk, etc. As you visit these places talk about what you are seeing. This will give your child new words to add to their vocabulary. This will help with later reading as they will be able to remember these things as they read.

Activities taken from Brain-Based Activities for Young Learners by Ellen Booth Church

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EVALUATION

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EVALUATION

Session Title _____ Presenter(s) _____
Date: _____

Please circle the ONE area that you best represent today.

- | | |
|------------------------------------|---------------------------|
| 1. Teacher: General Education | 6. Parent |
| 2. Teacher: Special Education | 7. Building Administrator |
| 3. Teacher Coach/Consultant | 8. District Administrator |
| 4. Early Care & Education Provider | 9. Other (please specify) |
| 5. Paraeducator | |

Please indicate your responses to the following statements based on **5** being “Strongly Agree”

	Strongly Disagree				Strongly Agree	Cannot Rate
1. Objectives and outcomes of the session were clear.	1	2	3	4	5	6
2. Information was understandable and clearly explained.	1	2	3	4	5	6
3. This session allowed me to extend my knowledge/ understanding of the topic.	1	2	3	4	5	6
5. Presenter(s) were responsive to participant needs.	1	2	3	4	5	6
6. The session climate was positive.	1	2	3	4	5	6
7. The topics and information were relevant.	1	2	3	4	5	6
8. Participant views were heard and respected.	1	2	3	4	5	6
9. Appropriate audio-visual materials were used to enhance the understanding of the topic.	1	2	3	4	5	6

Please complete the reverse side.

10. The most helpful thing about this session was:

12. How could we improve future sessions on this topic?

13. Comments

Name: (Optional)_____

Thank you for taking your valuable time to complete this form.
The information you gave will be used to improve our programs and prepare reports.