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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

READING READINESS FOR CHILDREN
WITH LANGUAGE DEFICITS

A Project Report
Presented to
The Graduate Faculty
Central Washington University

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

by
Mary Alice Swanson
October, 1981

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CHAPTER 1

BACKGROUND

Studies have shown that language skills are essential prerequisites for developing reading skills. Petty (1980) noted that many difficulties children encounter in reading are highly related to inadequacies in their use of language. Otto (1977) stated that primary language skills are a prerequisite to literacy. As such it follows that some cases of reading failure actually reflect inadequate mastery of verbal comprehension and oral expression. Rickman (1979) noted:

There has been a relatively consistent finding of an increased incidence of a low verbal/high performance profile on the Wechsler Intelligence Scale for Children (WISC) for children with reading disabilities. The consistency of these findings has led some investigators to hypothesize that the primary difficulty for many retarded readers is based on an underlying language deficiency. (p. 299)

Since language skills are an important prerequisite to reading, they should be emphasized in reading readiness programs. Children whose language skills are deficit and do not meet the required expectations of their grade placement need extra enrichment in communication skills. Slingerland (1971) indicated that these children need early identification and appropriate preventive training to insure as much success as possible in their first attempts to achieve and gain positive reactions to learning.

Students identified as language delayed are receiving additional instruction in various academic settings. Communication

Disorder Specialists, Special Education personnel and teachers in programs such as Head Start and Title I are working with classroom teachers to enrich the language skills of delayed students. Materials are needed to help teachers work effectively with language delayed students in the various academic settings.

PROBLEM

According to Washington State Law (1980) each school district shall provide every handicapped student of common school age a free and appropriate educational program (p. 12). This includes students with delayed communication skills. Language delayed students include those who have not been exposed to reading, have poor language models, are not frequently engaged in conversation, are unable to follow directions and are not ready for formal reading instruction.

PURPOSE

The purpose of this study was to develop sequential lessons to help teachers work with students who have delayed communication abilities. A syllabus of forty lessons was developed to provide additional instruction and practice in the areas of expressive and receptive language skills. The lessons are to help students improve in the areas of listening skills, vocabulary, syntax, recall of details, recall of sequence, and following directions. The lessons were developed to be used in small groups or on an individual basis. The method used would be

determined by the needs of the child, the academic setting, and teacher availability.

LIMITATIONS

The forty lessons were developed to be used with kindergarten and first grade students whose scores are below the average range on the Auditory Pointing Test or the Test of Language Development. Scores at these low levels indicate that these students are unable to master material due to delayed communication skills. Most of the lessons are to be done orally and would be best suited for use in a small group situation.

DEFINITION OF TERMS

For the purpose of this study the following terms have been defined:

Expressive Vocabulary - The vocabulary a child is able to verbally express.

Receptive Vocabulary - The vocabulary a child understands.

Syntax - The arrangement of words in phrases and sentences.

Language Delay - The condition in which a child's language development is significantly below his/her chronological age.

Chapter Two is a review of current literature on the relationship of language development and reading. The focus of the review was on listening skills, comprehension skills and the

need for students to understand the terminology used in early reading instruction. Chapter Three is an explanation of the procedures in the development of the project. Chapter Four is a syllabus of forty lesson plans for teachers to use with language delayed students. Chapter Five is a summary of the research and the syllabus. Recommendations are included for evaluation of the lessons. Suggestions for changes, if needed, are also included.

CHAPTER 2

REVIEW OF THE LITERATURE

Research indicates that developed language skills enhance a child's ability to read. Petty (1980) stressed that a child's language ability reflects his maturity level and the breadth of his experiences. Language skills are a crucial factor in having success at the early stages of reading instruction. Wilson (1977) supported the theory that:

Language difficulties can result from three different causes: the student's language does not match the language of the school; it is underdeveloped due to a limited experiential background; or it reflects limited intellectual development (p.127).

Regardless of the cause of language delays, children enter school with varying language backgrounds, some deficit to the expectations of the grade placement. Harris (1976) stressed that the efforts to teach reading should build on the language competencies the child brings to school. The term language skills includes a wide range of activities which interrelate and have an overall effect on the student's performance in school. Three essential areas of language development which require emphasis in the primary grades are listening skills, comprehension skills, and an understanding of the terminology used in the classroom.

A child's listening skills are important to reading. According to Petty (1980):

Language proficiency shows not only in the ease and confidence of a child's speech, but also in the ability to listen to and understand speech (p. 209).

In addition to this, Pflaum (1978) noted:

The ability to comprehend what one hears is similar to comprehending what one reads; both require analysis in terms of one's own language knowledge (p. 144).

There are some common requirements for the tasks of listening and reading. The requirements listed by Anderson (1964) were mental maturity, vocabulary, ability to follow sequence of ideas, and an interest in language (p. 87).

Although listening and reading comprehension are not identical, Vukelich (1976) suggested that developing skill in comprehending what is heard does contribute to comprehending what is read (p. 889).

Goodman was quoted by Smith (1978) as stating that:

The process of reading comprehension differs from the process of language comprehension only in the form of perceptual input (p. 4).

Language comprehension works from oral input while reading comprehension works from visual input. These comprehension skills are essential to the task of reading. Smith (1978) stated normal reading demands comprehension prior to or even without identification of words (p. 119).

Children may be capable of perceiving word forms, but as Petty (1980) comments, without some proficiency in language a child will not learn to read no matter how well he or she can perceive word forms and perform other functions related to

reading because content will be unintelligible. Slingerland (1971) supported a similar idea that children need an opportunity to develop language skills and experiences before introducing the written symbols needed for reading. Anostasiow indicated (1971) that the child's previous ability to comprehend and decode speech auditorily is critical to decoding print. If a child is to reconstruct print he has to recognize the printed words as words he has heard orally. Smith (1978) further stated that:

Even if readers were able to decode written language into speech, they would still be confronted by the problem of trying to determine meaning (p. 50).

Along with the ability to comprehend written material, a child also needs to understand the terminology used in reading instruction. Hardy (1974) noted that:

The language of instruction used in kindergarten is complicated and children may fail to acquire major concepts because they do not understand the language being used by the teacher in presenting them (p. 525).

Hardy (1974) further noted that it is unwise to make assumptions about terminology which children can understand upon entering school.

Pflaum (1978) supported this in the following statement:

For too long teachers have mistakenly assumed that adult concepts of reading were shared by children. One area involves understanding of tasks and terminology used in reading instruction (p. 136).

Hardy compiled a list of common terms used in kinder-

garten instruction. The terms are concepts a teacher can use as a reference assuming that the child understands the terms.

Following are the terms listed by Hardy (1974):

AUDITORY LANGUAGE CONCEPTS

Alphabet Production

Word

Rhyme

Letter Name

Sound

Temporal Positions (i.e before, after, comes after)

Similar/Different

VISUAL LANGUAGE CONCEPTS

Book Parts - front, back, cover, index, page

Spatial Relations - top, bottom, left, right, across

Size Concepts - big, little, long, short

Following Directions - circle around, through, box around, underline (p. 528).

Smith (1978) applied the same idea to beginning reading instruction.

Research has shown that many children have difficulty understanding special terms like "word," "letter," "sentence," and all the different sounds our spoken language is supposed to consist of. These terms are difficult because they are not part of our spoken language. Difficulty in following these particular instructions and terms should not mean the child is not ready to read; it simply underlines that instruction can be inappropriate and even confusing (p. 132).

The language used in reading instruction is often foreign to the beginning reader. Wilkenson was quoted by Davies,

A distinction must be made between the language awareness required in order to learn to appreciate the significant characteristics of print, and the language sophistication required in order to make progress when subjected to the complicated and often imprecise terminology in some early reading instruction (p. 93).

According to Anostasiow (1971) it becomes the teacher's job to plan ways for the child to understand that there is a relationship between the child's own language and letter sound correspondence of reading.

Hardy (1974) supported this theory in the following statement:

Careful attention to and control of the instructional language used with young children should create a less confusing and more meaningful atmosphere for the orderly and sequential acquisition of beginning reading skills (p. 531).

Not all reading problems are language related; however, it has been determined that language skills are essential in the development of reading skills. Careful instruction in the area of language development may help a child in learning to read and in many academic areas. Anderson (1964) stated that a student who fails to achieve competence in language faces life with an unfair handicap (p. 1).

Otto (1977) summarized the importance of developing language skills in the following statement:

If one adheres to the developmental progression of linguistic skills-verbal comprehension, verbal expression, reading and writing-it seems reasonable to assume that remediation for children with language deficits should emphasize the primary linguistic skills-understanding spoken language and expression prior to reading (p. 129).

Careful instruction of language skills in the primary grades will help students in the task of early reading. Areas that require special attention are listening skills, comprehension skills, and careful instruction in the terminology used in reading. Adequate exposure to language skills will help clear up confusion and allow for a clear understanding of the task of reading.

CHAPTER 3

PROCEDURE

In the development of the lessons for reading readiness for children with language deficits the following procedure was used:

The first step in the development of the project was a conference with a Communication Disorder Specialist to discuss the areas requiring additional development and practice. Six areas were identified as those frequently needing attention. The six areas were listening skills, recall of details, recall of sequence, expressive and receptive vocabulary, and following directions.

The second step in the development of the project was to study commercially prepared materials. These materials were studied for ideas and information concerning vocabulary development, listening skills, syntax, recalling details and sequence and following directions. Commercially prepared materials included such things as handouts from teacher workshops, Language and How to Use It teachers' manuals, Listening, Comprehension Games and Activities, Workjobs, Individual Creative Ideas, and Miliken Preschool and Kindergarten Activities. After studying commercially prepared materials and drawing from past experiences the activities were adapted and developed to meet the needs of children with language deficits.

In the adaptation, the lessons were organized under the broad categories of expressive and receptive vocabulary, listening skills, syntax, recall of details, recall of sequence and following directions. Then those categories were developed into small sequential steps with a gradual progression to help the child grasp material more easily than normally presented to a classroom.

This sequence is taken from the area of listening skills. If the final goal is "to listen to a story and predict outcomes" the first step would be to have the students listen to a story. The next step would be listening to a small part of a story and recalling a detail. The next step would be listening to a longer section of a story before stopping to recall details. The students would then listen to a whole story before being asked to recall details. The final step would be to listen to short parts of a story and predict what might happen next. Students should then be ready to listen to the better part of a story and suggest a logical outcome.

This third step in the development of the project was the writing of the lessons. The lessons were written to include an objective, materials needed, and the procedure to be followed. Following is an example of a lesson.

Objective : To recall a sequence of words on a short term basis.

Materials needed: A list of groups of words in categories.
Example: red, green, blue, bus, car, train.

Procedure: Teacher says three or four words of a category.
Example: apple, orange, banana. Student

repeats the words in the same order. Continue using different categories and increasing the number of words as students' abilities increase.

The fifth step was the organization of the lesson into a syllabus. The syllabus was divided into six categories. The six categories are those listed above. The lessons were placed in the section which corresponded with the material being taught.

CHAPTER 4

PROJECT

The following lessons are to be used in teaching listening skills, vocabulary, syntax recall of details, recall of sequence, and following directions. The lessons are to supplement an existing language program when additional activities are needed.

LISTENING SKILLS

Objective: To learn to listen for information and enjoyment.

Materials Needed: Short story to be told to children. Teacher should know a short story to tell the children.

Procedure: Tell a short story to the class using facial and voice expression to emphasize the drama of the story. Watch expressions on students faces for indications of confusion or puzzlement over words used. If a child appears to be confused, briefly explain the word or words causing the confusion and proceed.

Objective: To recall details of a familiar story.

Materials Needed: A story familiar to all students.

Procedure: Tell a familiar story to children. Do not assume the children know a story from previous experiences outside of school. Use a story already told in class. As story is told omit details and ask students to fill in details.

Example: "Once upon a time there were how many bears?" When correct response is given, acknowledge the response and so continue trying to ellicit responses from students.

Objective: To recall details.

Materials Needed: A short children's story book.

Procedure: Teacher reads a story to the class.
After each page ask a question concerning a detail about the page just read. Try to get as many students to respond as possible. If students have trouble remembering the detail, read the sentence with detail.

Examples of questions may be:

What color is the dog?

How many children are playing?

What is the animals name?

Objective: To predict a logical outcome to a story.

Materials Needed: A short story.

Procedure: Teacher reads part of an unfamiliar story to children. Children supply endings to the story. Teacher reads the remaining section of the story. Compare students endings with the book's ending.

Objective: To complete a story with meaning.

Materials Needed: Paper, crayons, and short story.

Procedure: Teacher reads all but the ending of a story to the class. Each student is given paper and crayons and asked to draw a picture of the ending as he thinks it will be. Students then show pictures and describe the ending. Teacher then reads the end of the story. Care should be taken to stress that there is no correct ending, all ideas are good.

Objective: To identify object being described.
Materials Needed: A set of short riddles in terms students will understand.
Procedure: Read or recite the following riddles. Students respond by giving the answers to the riddle.

It is cold
It is white
If falls from the sky
I play in it during the winter.
I can make a ball or a man out of it
It is _____

It has ties or buckles
It is hard on the bottom
I wear it on my feet
It is a _____

It is orange
It is round
You can eat it
It is juicy and sweet
It can be squeezed into juice
It is an _____

It is round
It bounces
You can throw it or catch it
It is a _____

It grows from the ground in a yard
It needs to be cut
It is green
Cows and goats like to eat it
It is _____

Adapted From: Language and How to Use It

Objective: To identify familiar sounds.

Materials Needed: Tape of familiar sounds, either teacher made or commercially prepared.

Procedure: Students listen to a sound on the tape. Students identify the sound and discuss where they hear the sound.

Adapted From: Developmental Learning Materials (D.L.M.)
Auditory Listening Tapes

Objective: To identify familiar classroom sounds.

Materials Needed: No special materials needed.

Procedure: Students close their eyes and listen to sounds around the room. Teacher asks students to tell what they hear. If this game is played at different times of the day students may hear different sounds or one sound more intensely than another. Discuss the reasons for the variation of the sounds.

Adapted From: Listening Comprehension Games and Activities

VOCABULARY

Objective: To identify an object or event being described.

Materials Needed: No special materials needed.

Procedure: Teacher briefly describes an object or event, students respond with correct answer.

Example: "I'm thinking of something you wear on your head when it is cold."
Students give appropriate responses.
Students may be capable of giving some short description.

Objective: To tell reactions to realistic situations and express ideas verbally.

Materials Needed: A list of situations in which a child would be required to think of a solution and act on that solution.

Procedure: Teacher states a "What would you do" situation. Students respond by giving appropriate answers.

Example: "What would you do if you were lost in a store?" "What would you do if you left your coat at school?"

Objective: To recognize and identify classroom objects.

Materials Needed: Seven to ten common classroom objects to be used regularly, such as pencils, scissors, paste, eraser, stapler, rubber bands, paper clip, crayon, chalk, and paper.

Procedure: Give students a short time to touch and examine objects. Answer questions about objects and discuss casually the uses and names of the objects. After sufficient time is given, reorganize the objects and begin to ask individual students to identify a single object.

Example: "Joe, show me the crayon."

When object is positively identified continue on with another object until all objects have been named and all students have been allowed to participate.

Adapted From: Language and How to Use It

Objective: To use descriptive words for common classroom objects and identify the object being described.

Materials Needed: Seven to ten common classroom objects in a large bag.

Procedure: Ask a student to reach in the bag, grab an object, look at it without showing the rest of the class and briefly describe it. When another student correctly identifies the object, it is held up for all to see. This should be done once or twice by the teacher to insure understanding of the procedure by all students. Try to give each student a chance to participate.

Adapted From: Language and How To Use It

Objective: Identify uses for common classroom objects.

Materials Needed: Common classroom objects used in previous lesson.

Procedure: Review names of all classroom objects to be used. Hold up an object and ask students to tell what the object is used for. Make sure a clear description is given. Assist by using terms that apply to the object.

Example: "The pencil is sharp on one end." When all objects have been described, rearrange objects on the table. Teacher gives description of an object and a student comes up and finds the object being described.

Objective: Student will learn color names by matching discs of the same color to one another.

Materials Needed: Fifty colored discs: five each of ten different colors - red, yellow, green, blue, orange, purple, brown, black, white, and pink. Discs can be colored paper or cardboard.

Procedure: Begin with four colors - red, yellow, blue, and green. Place one disc of each color on the table. Place the remaining discs in a box large enough to mix the discs up. Point to each disc on the table and ask students to identify the colors. Have students take turns reaching in the box, removing one disc and matching the disc to the one on the table the same color. Ask student to name the color as he matches it with the disc on the table. When all discs are on table review color names by pointing to the discs. Ask a student to pick up all the red discs and put them in the box. Continue with remaining colors until all discs are returned. Repeat this activity periodically, adding more colors as students learn the

colors previously presented.

Adapted From:

Language and How To Use It

Objective: To name and match colors with other objects of the same color.

Materials Needed: Ten colored discs: One each of ten different colors - red, yellow, blue, green, orange, purple, brown, white, black, and pink.

Procedure: Place discs of as many colors students are familiar with on table or chalkboard ledge. Try to have colors that match childrens clothing. Hold up one colored disc, asking students the name of the color. Ask students who have any piece of clothing of the color of the disc you are holding to come forward. Have each child name and point to the piece of clothing and say the color name. If the child is incorrect, hold the disc close to the clothing, ask if he can see the difference. Then ask him to find the disc that does match his clothing or another piece of clothing that matches the disc. Continue holding up discs until all discs have been reviewed and matched with clothing. Review names of colored discs and put discs away.

Adapted From: Language and How To Use It

Objective: To recognize objects of given color.

Materials Needed: Basic surroundings in a normal classroom setting.

Procedure: Teacher names an object in the room using color name, student points to or goes to the object. Find an orange chair. Find a blue book. Find a yellow pencil. Find a red box. Find a green block. Continue in this manner until most or all students have had at least one turn. Give students the chance to name objects and other students locate them.

Objective: To identify correct color with an object being described.

Materials Needed: No special materials needed.

Procedure: Teacher describes a common object using a color word in the description. Teacher substitutes the wrong color for the item being described. Student corrects the teacher by naming the correct color.

Example: "I saw a pink dog." "The sun is black."

Objective: To display an understanding of the term
"on top."

Materials Needed: Common classroom objects that may be
stacked.

Procedure: Teacher stacks two or three items and
asks a student to pick up the one on top.
After doing this several times ask
students to identify objects in the room
that are on top of something.

Example: "The book is on top of the
shelf." "The paper is on top of the
table."

Adapted From: Miliken Preschool and Kindergarten
Activities

Objective: To display an understanding of the term
"on top."

Materials Needed: Small cardboard disc or other item
child can easily handle and move about.

Procedure: Student is given a small disc and asked
to place it on top of an object. This
is repeated at various places in the
room. Student may be asked to tell
where the disc is being placed using the
term on top.

Adapted From: Miliken Preschool and Kindergarten
Activities

Objective: To display an understanding of concepts "big" and "little".

Materials Needed: No special materials needed.

Procedure: Teacher compares her hand to students by touching them together at fingers and palm. Student and teacher discuss which hand is big and which is little. This can be done student to student with a discussion of big and little.

Objective: To identify the concepts of "alike" and "different."

Materials Needed: Common classroom objects, some identical and some different.

Procedure: After a discussion of the terms alike and different, begin holding up two items and asking students to respond by telling if they are alike or different. Ask students to find two items that are alike (or different). Repeat this until all or most of the students have had a turn.

Objective: To display an understanding of the term "under."

Materials Needed: Large button or round cardboard disc or any item of this size that may be easily hidden and handled by the child.

Procedure: Place the button under a box lid, a piece of paper, a book and other similar objects, keeping the button in plain sight as it is moved. Make comments such as, "The button is under the book," as it is moved. After moving it a few times leave it under an object. Ask a student to tell you where it is. If the student does not use the word under but locates the button, reinforce him by saying, "Yes, the button is under the box" or (wherever it is). Continue in this manner being careful to use the word under whenever possible.

Adapted From: Miliken Preschool and Kindergarten
Activities

Objective: To display an understanding of the term
"under."

Materials Needed: Large button or cardboard disc.

Procedure: Call on a student to place the button
under a specific object. Continue until
most students have had a turn. Let one
student tell another student to place the
button under an object. Continue until
most students have had a turn.

Adapted From: Miliken Preschool and Kindergarten
Activities

Objective: To display understanding of concepts "beginning", "middle", and "end."

Materials Needed: Three chairs lined up in a row, one behind the other.

Procedure: After discussing the concepts of beginning, middle, and end ask three students to sit in the chairs. Ask "if you are sitting in the middle chair, stand up." When this is done correctly use the same procedure for beginning and end. Ask students to trade places and repeat the procedure. This may be repeated calling on other students to sit in the chairs or asking other students to name the person in the middle, beginning, and end. This lesson could also be used to teach concepts of first, second, and third.

Objective: To put three pictures in order, using terms "beginning," "middle," and "end."

Materials Needed: Groups of three pictures showing a sequence of events. Pictures may be simple teacher drawn sketches or commercially prepared.

Procedure: Show students three pictures and ask for a brief description of each picture. Ask a student to show you which one should be in the beginning, which should be in the middle, and which one should be at the end. Review sequence of events in pictures and continue with another set of pictures.

This lesson could also be used to teach concepts of first, second, and third.

Adapted From: Language and How to Use It

Objective: To display understanding of terms:
"beginning," "middle," and "end."

Materials Needed: A work sheet with an assortment of
pictures with three objects in a row
on each picture. One each of the following
crayons: red, blue, and yellow or three
colors the student can identify.

Procedure: Point to the first group of pictures.
Ask the student to color the picture
in the middle red, the picture in the
beginning yellow, and the picture in the
end blue. Continue in this manner until
all pictures are colored. Vary the
order in which beginning, middle, and
end are mentioned and alternate order
that colors are used. This lesson could
also be used to teach concepts of first,
second, and third.

Adapted From: Miliken Preschool and Kindergarten
Activities

SYNTAX

Objective: Complete sentences with meaning.

Materials Needed: List of short sentences.

Procedure: Teacher says a simple sentence omitting the last word. Students supply words that apply to the context of the sentence. Teacher may leave out a descriptive word in the sentence with students supplying appropriate words.

Example: A _____ flower is growing in the garden. Many words would apply.

Objective: To complete sentence with meaning.

Materials Needed: List of starter sentences.

Procedure: Teacher starts a sentence and a student completes it. After this is done five to seven times the students take turns starting a sentence with another student completing it.

RECALL OF DETAILS

Objective: To recall details.

Materials Needed: No special materials needed.

Procedure: Students take turns telling a "sharing time" story or event. After each story asks other students questions about the story.

Example: Where did John's family go this weekend? What did Sally buy at the store?

Objective: To describe details of a picture.

Materials Needed: Paper and crayons.

Procedure: Teacher draws a simple picture on paper. Students describe the picture, naming details and using complete sentences. A short time is then given for students to draw a picture. When drawings are complete students take turns describing their own drawings or the drawings of other students.

Objective: To verbally identify missing parts of a body in a picture.

Materials Needed: A picture of a body in which parts such as eyes, nose, arms, legs, are removable. May be prepared to use on a flannel board or as a puzzle.

Procedure: Students look at totally assembled picture. After a brief discussion of body parts, teacher ask students to cover their eyes or teacher turns the picture around. Teacher removes one body part. Students look at picture and identify the missing part. Students may take turns removing a part and others identify the missing part.

Objective: To relate pictures from magazine to family members and describe family members to the class.

Materials Needed: Magazines, catalogs, paper, scissors, and glue.

Procedure: Students look through magazines and catalogs for pictures of people who resemble family members and pets. After pasting pictures to paper students take turns describing family members to the class. This may tie into the previous lesson by asking students to name body parts on the pictures.

RECALL OF SEQUENCE

Objective: To recall sequence on a short term basis.

Materials Needed: No special materials needed.

Procedure: Teacher says three or four words of a category.

Example: apple, orange, banana. Student repeats the words in the same order. Continue using different categories and increasing the number of words as students ability increases.

Objective: To recall words in sequence.

Materials Needed: List of short sentences.

Procedure: Teacher says a short sentence. The sentence is then repeated with one word left out. Students are to supply the missing word. Repeat this, omitting each word in turn in the sentence. As students supply the missing word, discuss the fact that the missing word affected the meaning of the sentence.

Example: Say "John saw a black cat."

Slowly repeat the sentence so students hear every word. Then begin saying the sentence with a word omitted.

Adapted From: Language and How to Use It

Objective: To retell part of a story in sequence.

Materials Needed: Story previously told to students.

Procedure: Tell a story to the class that has been told on a previous day. At appropriate intervals stop telling the story and ask a student to tell what might happen next. Continue in this manner until story is completed. Do not correct student if minor details are changed. The importance is in getting the main idea and predicting outcomes.

Objective: To verbalize a story in meaningful order, following another student's idea.

Materials Needed: No special materials needed.

Procedure: Teacher starts a story, students take turns adding to the story building on ideas from one another. Teacher may give a broad subject to begin with. Such as, "We're going to make up a story about a sad gray elephant." Students then have an idea to build on.

Adapted From: Language and How to Use It

Objective: To identify the correct sequence of everyday activities displaying an understanding of the term first.

Materials Needed: No special materials needed.

Procedure: Teacher names two events the child is familiar with. The child then responds by stating the event that occurs first in sentence form.

Example: Teacher says "Which comes first, you take a bath or fill the tub with water?" Child responds by repeating the event that occurs first. Vary the degree of difficulty of the events.

Adapted From: Language and How to Use It

Objective: To identify activities that come before and after a given event.

Materials Needed: Pictures of people involved in familiar activities.

Procedure: Teacher displays a picture and students discuss the event taking place in the picture. Students then discuss what happens before the event takes place.

Example: Teacher displays a picture of a family on a picnic. Students name events necessary to prepare for a picnic and the procedures for clean-up after a picnic.

FOLLOWING DIRECTIONS

Objective: To follow a two part direction.

Materials Needed: Chairs, tables, and other classroom furniture.

Procedure: Teacher says a two part direction and then calls on a student to complete the direction. Other students watch and verify that the direction was followed correctly.

Example: Teacher says "Go to bookcase, find a red book and put it on the floor by the door." After direction is followed correctly another direction is given and a student is called on to follow through. This lesson may be expanded to include three or four part directions as students are ready to follow longer directions.

Objective: To follow simple directions by listening and watching.

Materials Needed: No special materials needed.

Procedure: Teacher whispers a simple action-type direction to a student. Student follows the direction. After watching the student carry out the direction, another student copies the first student's actions from memory.

Example: Teacher whispers, "Stand by the window, clap your hands two times and sit down." First student follows the direction, when completed, the second student follows the direction from observation.

Adapted From: Listening Comprehension Games and Activities

Objective: To develop skills in following directions.

Materials Needed: Twelve colored cubes, two each of the following colors: red, green, orange, yellow, blue, purple.

Procedure: Teacher directs a child to place a cube or various combinations of cubes in different locations around the room. Increase the difficulty of the directions as children are mastering the task.

Example: Put two red cubes on your chair.
Put the blue cube and one green cube on the record player.
Put one orange cube on the bookshelf and one purple cube on the doormat.

Adapted From: Workjobs

Objective: To distinguish nonsense directions from sensible directions and follow the sensible directions.

Materials Needed: A list of nonsense and sensible directions.

Procedure: Teacher explains that she will give directions that will be sensible or nonsense. If the direction makes sense the child will follow the direction. If the direction is nonsense the child says "nonsense" or "I can't do that."

Example: Touch your toes with your hand.

Touch your knee to your toes. Count to five. Put a frog in your ear.

Take a book from the shelf and put it on your desk. Stand on the bulletin board.

Adapted From: Listening Comprehension Games and Activities

CHAPTER 5

SUMMARY

The syllabus of forty lesson plans was developed to help teachers work with language delayed students. The lessons were intended to be used with kindergarten and first grade students with delayed communication skills. The syllabus contained six categories. The six categories were listening skills, syntax, recalling details, recalling sequence, receptive and expressive vocabulary and following directions.

CONCLUSION

Research indicated a need for emphasis on developing language skills in reading readiness. Teachers are becoming increasingly aware of the importance of developed language skills in beginning reading. Strong language skills will help the child understand the material to be read. Without an understanding of the material reading is nothing more than naming words. Teachers cannot assume that all children entering school are familiar with the process of reading. Children who have had little exposure to books will have a difficult time understanding the task of reading. Therefore, teachers should be sure students understand the terminology used in the teaching of reading. Once language skills are developed to meet the requirements of the grade placement, students will be better prepared to meet the

challenge of reading instruction.

RECOMMENDATION

It is recommended that the syllabus of lessons on language development be preceded by a pre-test. After lessons have been taught a post-test should be given to determine effectiveness of the lessons. A brief teacher-made test on items in the syllabus is suggested. The lessons should then be evaluated.

Some lessons may be deleted because of ineffectiveness or inappropriate content. More lessons may be needed in some areas to allow for more practice. Further development may be appropriate for some activities or to relate the activities in some meaningful way. Additional research to determine recent findings on the subject of language development may lead to more insight on methods of correcting language deficits. This may also provide additional information to new findings as to the causes of language delays and early correction or prevention of the delays.

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