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DEVELOPING LANGUAGE SKILLS WHILE OUT IN THE COMMUNITY

by

Anne Lindsay LeBlanc

An Independent Study
submitted in partial fulfillment of the requirements for the degree of:

Master of Science in Deaf Education

Washington University School of Medicine
Program in Audiology and Communication Sciences

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Approved by:
Christine Clark, MAEd, CED

Abstract:
This is an informal study centering on the needs of parents of children who are deaf or hearing impaired. The information analyzed and obtained focused on the role of parents in their children's lives.

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Developing Language Skills While out in the Community

A Guide to Help Parents Support Language Development while out in their Community

Acknowledgements

I would like to thank Christine Clark for all of her hard work and encouragement not only during this project but also for the last two years. I would also like to thank the Washington University School of Medicine and the Program in Audiology and Communication Sciences for providing me with an incomparable graduate education that will carry me throughout the rest of my life.

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Literature Review

Pediatric hearing loss is considered to be a low-incidence disability in which 20% of the children diagnosed have a profound loss. A profound loss means that the child is unable to hear most speech sounds. Some children develop a hearing loss after birth due to issues including autoimmune inner-ear disease, meningitis, ototoxic drugs given after birth and others. About 50% of all newborns with a diagnosed hearing loss have an unknown or unidentifiable cause. Early diagnosis and intervention, regardless of the type or degree of loss, has proven to be beneficial to development because it results in early immersion in language. In the state of Illinois, Prendergast, Lartz, and Fiedler (2002) developed a study to "determine the status of early identification of children with hearing loss in the state of Illinois." The study was conducted over a three year period of time through the use of interviews and surveys completed by the parents of children with severe to profound hearing losses attending the state school for the deaf. The results indicated that in recent years, the age of identification and diagnosis was much earlier and resulted in early intervention services beginning sooner. The study provided extensive data and information regarding the need for early diagnosis and intervention in order to lessen the gap of language and speech development between hearing and hearing impaired children. According to the National Association of the Deaf website, (www.nad.org), the goal of early intervention services is to *ensure that deaf and hard of hearing infants, toddlers and children develop age-appropriate language, social skills and cognitive skills.*

It is thought that one of the most important elements of early intervention is family involvement. In a study conducted by Moeller (2000), she found that factors

including family involvement, degree of hearing loss and nonverbal intelligence impacted a child's language development. She also found that among those factors, that family involvement influenced outcomes for the child. Moeller stated that in her study, the most successful children were those with high levels of family involvement that had been enrolled in early intervention programs. Through the early intervention program, parents are given choices for the type of education they want for their child. Such choices include auditory/oral deaf education, cued speech, total communication, American Sign Language and others. The auditory/oral method of teaching focuses on teaching children who are deaf and hard of hearing how to listen and talk, which differs from the other methods where spoken language might not be the main focus. This is the environment in which a child learns to focus on sounds and how to attach meaning to such sounds. Although Early Intervention provides the parents with resources and information about how to interact with their children, once the child is in school fulltime, the information is more limited and the focus is what goes on at school. My inspiration for this study comes from the idea of school being the only environment where language is being developed from the children consistently. Since family is so important in the early stages, why can't they be important in all stages? I decided to come up with a guidebook to help parents support language development from their deaf or hearing-impaired child outside of school, during fun activities such as going to the zoo or museum, or simply everyday activities such as going to the grocery store. Language is all around us and deaf and hearing-impaired children need to learn how to use their language in a variety of settings.

After spending close to two years studying and practicing how to teach deaf and hearing impaired children how to talk and behave in a school setting, it was only fitting to

examine what goes on at home. The first step in my research was to determine how a child with a diagnosed disability, such as a hearing impairment, affects their family situation. Calderon and Greenberg (1999) examined both maternal and child adjustment through the application of a specific type of stress and coping model test, to factors, which are associated with having a hearing-impaired child of school age. Information for the research was gathered through both parent and teacher questionnaires, home interviews and various observations. The findings that resulted from their study were that some degree of social support could serve as a predictor of maternal adjustment. It also showed the mother's ability to successfully problem-solve was found to be a significant predictor of the child's adjustment both in and out of school. It was important to understand the feelings of the family members and their ability to help their special needs child succeed. Roush, Harrison and Palsha (1991) developed a study based on a nationwide survey, which examined the attitudes and opinions of professionals. The survey focused on parent-professional involvement in conjunction with the planning and implementation of goals and services necessary for hearing-impaired children and their families. Surveys were sent out all over the country to people chosen from a database through the American Annals of the Deaf. After much analysis, the results of the study imply that "practitioners working with young hearing-impaired children place a high value on the need for and desirability of, family-centered intervention." The study provided evidence, which showed that family-centered early intervention, produces better communication and more functional family relations if implemented successfully. It was also important to determine how much communication is used at home between the family members and the special needs child. Hadadian and Rose (1991) conducted a

study, which explored the relationship between parental attitudes toward their deaf children, and the communication skills of those children. This study focused on the attitudes of both the mother and father, whereas most of these interactional type studies focus on only the mother. Results from the study found correlations between the father's scores on the "attitudes of deafness scale" and the language comprehension scores of their deaf children. However, no significant differences were found in the attitudes of mothers and fathers towards deafness or between parents of boys and parents of girls. In regard to the children's communication skills scores, more than half of the children with hearing impairments who were tested scored below their hearing peers in the category of expressive language skills, however, the same group of children scored within the same range as their hearing peers in the category of language comprehension-conceptual skills.

The information obtained from surveys and interviews demonstrates the need for parents to work on supporting language with their child to expand their language, speech and listening skills outside of school. Weikle and Hadadian (2003) developed a study to examine various literacy practices, general resources and any technological tools that are being used by parents in which to promote literacy at home. The main focus of this study was to determine if there was a difference, and if so, what it is between preschool children with and without disabilities in regards to their literacy practices with their parents. As part of the study, the age and education of the parents were examined to see if either of those factors had an impact on the literacy practices used in the home. The results of this study showed that there were in fact differences in the literacy practices between the two groups of parents tested (children with and without disabilities). The parents of preschool children without disabilities tended to use general literacy practices

and technological literacy practices, whereas the parents of children with disabilities used these practices less frequently. As a final result, the parents of children without disabilities noted that there was a greater need for technological tools and resources for their children, while the group of parents who had children with disabilities wanted to see more information regarding specific skill targets, most importantly literacy. These parents wanted to assess their children's ability to read and write competently. Much of the literature obtained for this study had a direct focus on the role of the mother and her ability to communicate with her special needs child. Aram, Most and Mayafit (2006) conducted a study to examine mother-child storybook telling and joint writing in terms of predictors of early literacy among kindergarten aged children with diagnosed hearing losses. Assessments were completed on 30 Israeli kindergartners and their respective mothers through two different types of interactions: early literacy and linguistic skills. Early literacy included things such as family conversations, reading environmental print, storybook reading, joint writing, playing with letters, and watching educational television programs. Environmental print includes such things, as the McDonald's golden arches, familiar grocery story signs, stop signs etc. and the child's ability to identify such things were measurements included in this study. Linguistic skills corresponded with the previous list. All the research interactions between the mothers and their children were videotaped during the study and later analyzed for findings conclusive with the original hypothesis. The primary findings revealed, "maternal storybook telling correlated with linguistic skills, and maternal writing mediation correlated with basic alphabetic skills." Writing mediation was defined by the mother's ability to guide her child in some type of writing activity. Recommendations from the findings focused primarily on encouraging

the awareness of the contributions of storybook telling and writing mediation to early literacy in the classroom and at home. Advocating for parents to enhance their skills and desires to promote their child's early literacy skills was also seen. But in 1995, Hadadian and Merbler (1995) surveyed fathers of young children with disabilities for a study in which they wanted to determine the amount of involvement fathers had in the daily care and training of their children. Data was collected for the research in the form of a questionnaire, which asked a variety of questions regarding daily needs and involvement of their children with disabilities. The results from this study indicated that fathers of children with special needs are in fact very interested in their child's education. They indicated having a preference in services provided for their child, as well as a need for resources available regarding their child's disability and needs. There are however, some studies that have been conducted that provide research in which no differences were found in the amount of parental involvement of child with and without disabilities. One such study including one completed by Powers and Saskiweiez (1998). This study was performed to determine if there is in fact a difference in the level of educational involvement between hearing parents of deaf children and hearing parents of hearing children. This study was conducted through the use of a 23-question survey in which parents were asked about their involvement in their child or children's lives during the previous year. Initial findings from the study concluded that there was no significant difference between the level of educational involvement of hearing parents with children who are deaf, and hearing parents with children who are hearing. According to previous research completed on the topic, Amato (1994), these results were considered to have a positive relative outcome. The results were determined by a statistical analysis of the

data obtained from the survey. Three main outcomes were determined after the completion of the study: first, parents were actively involved in their children's education without any type of intervention or motivation. Second, parents of deaf children tended to spend more time observing their child in the classroom than parents of hearing children. And third, parents of hearing children were more involved in classroom volunteerism than parents of deaf children. Based on their findings, they were able to make a list of suggestions to increase parental involvement in children's lives. The list was comprised of several types of activities for parents to attend to, and a brief description of the benefit of each opportunity was listed as well.

Based on these findings, I developed a survey that was distributed to parents in the pre-kindergarten department of a private auditory/oral school in Saint Louis. The surveys were completely anonymous and were optional. No personal or identifiable information could be obtained from the surveys. They were used only to provide information in order to make a guidebook for parents more useful. Eighteen surveys were divided among the three main classrooms in the department and given to the children to take home for their parents. Each survey (appendix 3) that was sent home included a personal letter from me explaining the purpose of the survey as well as confirming the confidentiality of the results (appendix 2). The parents were also reminded that the survey was optional but their feedback would hopefully prove to be beneficial to them in the future. After the twelve multiple-choice questions, I left space for the parents to include any additional information regarding their interactions with their children at home. I sent out eighteen surveys and received ten surveys back. This was about a 55%

return rate of the surveys and only two surveys were returned incomplete. The data obtained was quantified in Table 1 to display the type of information received.

Each question was written as though it was coming directly from the parent's point of view. Here are a few examples of the survey questions:

1. I take my child to the zoo
   a. sometimes b. often c. never

2. I take my child to the art museum
   a. sometimes b. often c. never

3. I take my child to the grocery store
   a. sometimes b. often c. never

4. I discuss the areas in the grocery store with my child
   a. sometimes b. often c. never

It was fascinating to see how many parents do participate in these types of activities with their children outside of school. The questions that receive the biggest variety of answers, which was surprising to me, were the ones regarding trips to the grocery store. Most parents responded that they only sometimes brought their deaf or hearing-impaired child with them to the grocery store and, the child(ren) were rarely included in making the food list. Along with those questions, the parents were asked if they discussed the different sections within a grocery store, and what foods were in each section. This question generated the most diversity in answers.

In the final comment section, I was pleasantly surprised to see that about half provided me with additional feedback. The types of feedback ranged from additional activities to certain language they focused on while participating in the specified activities. The following is an example of an additional comment provided by a parent:

"We also look at things in our backyard such as insects, flowers, trees. We also use a lot of action verbs outside, riding bikes, etc. When we watch videos, like Einstein, we talk all through the video."

"I take my child to my work where I get to use new words such as computer monitor, co-workers, erasers, white boards, notice boards. I take my child to the airport sometimes where I can use language such as, airplane, schedules, baggage claims, conveyer belt, etc."

Although these were only two examples of parental comments from the survey, they show how involved parents can be in their deaf or hearing impaired child's life. These parents took simple, everyday activities and were able to expose their children to lots of language.

After receiving all of the surveys, I was able to take the data and present the results into the following table, Table 1. I listed the question number in the first column followed by the number of responses for each answer. I also made a column for questions that received no response because I noticed a few surveys returned were incomplete. I have yet to determine why those two questions were left blank, however I believe the reason might be attributed to the font and/or lack of space in between each questions. This is something I will take note of for future surveys.

As stated earlier, the response rate for the surveys came out to be a little over 55%, which I believe to be a strong turn out. I was very pleased with the overall answers, particularly the personal comments at the end because that type of feedback will allow me to enhance the quality of the guidebook. The majority of parents, who responded, reported that they were active in helping their child develop language at home. I found it

interesting to learn that the parents were very creative in their ability to make just about any activity a strong language experience for their child.

Table 1: Results

QUESTIONS:	SOMETIMES	OFTEN	NEVER	NO RESPONSE
1.	1	8	0	1
2.	6	3	0	1
3.	4	0	6	0
4.	1	9	0	0
5.	4	6	0	0
6.	2	8	0	0
7.	3	1	6	0
8.	3	1	6	0
9.	2	8	0	0
10.	2	8	0	0
11.	4	5	1	0
12.	3	7	0	0

RESPONSE RATE:	10
NUMBER OF SURVEYS SENT:	18
PERCENT RECEIVED:	~ 55%

In the future, I would be very interested in developing a more detailed survey or possibly a workshop for parents to generate more feedback regarding this topic. I believe that the parent's input and/or suggestions should be the main contributing factors in the development of the guidebook. This guidebook is directly focused on helping parents and/or family members expose and elicit language from their child outside of school. I feel the most beneficial way to make this guidebook useful is to focus on the needs and

wants of the parents, as well as make the experiences listed more meaningful for the child.

In an article from *Hands and Voices, (* www.handsandvoices.org) a mother discussed the journey she had been on with her baby daughter who was diagnosed with a profound hearing loss. At the end of the article, the mom shared a very inspiring thought for parents going through this process. " Help your child fall in love with language not because of state assessment scores, but because it is powerful. It is human. It is one of our most compelling, complex needs." My hope is that this guidebook will inspire parents to really help their children fall in love with language.

Research Methodology

Introduction:

After much research in the field of deaf education and the involvement of parents in the lives of children who are deaf or hearing impaired, I decided to conduct a study in order to find out what types of activities parents participate in with their children outside of school. From the study I was able to develop a guidebook to be used by parents, to help them elicit language from their children outside of school. The role of the parent in a deaf or hearing impaired child's life is critical to their overall success. I believe strongly in aiding the parents as much as possible to ensure that they maintain an active part of their child's life, regardless of their child's hearing loss. I chose locations for my guidebook that are typically found in most communities. The broad range of locations, as well as generalizations regarding the actual places, allows for this guidebook to be used in a variety of places.

Method:

For this study, I developed a survey for parents to respond to regarding activities they participate in with their children who are deaf or hearing impaired. The parents were asked to determine the frequency in which they participate in certain activities by responding with *sometimes, often or never*. At the end of the survey, parents were asked to make comments in conjunction with the activities listed or make additional suggestions for activities. The survey was completely optional and anonymous and I had no direct contact with the participants. There were twelve multiple-choice questions to be

answered and an additional comments section at the end. The survey can be found as Appendix 3.

Participants:

The participants in the study were the parents of children attending the pre-kindergarten department of an auditory/oral school, in Saint Louis, Missouri. The target age for the study was between three and five years old, which explains the extremely small and specific population.

Procedures:

After doing some research and informally speaking with parents, I was able to develop a list of places, both inside and outside of the home, where they could go with their children to learn and practice language. The selected places were the focus of a survey which was used to determine how often parents visit these places with their children. At the end of the survey, parents had the option of commenting on the survey or making additional suggestions for additional locations and/or language to be used.

I sent out a total of eighteen surveys to the parents of pre-kindergarten children. The surveys were divided among three classrooms and passed out by the homeroom teacher. I asked the teachers to put the surveys in the children's backpacks for their parents. The teachers would collect the completed surveys and place them in an envelope for me to pick up twice a week.

I did not require the surveys to be returned by a certain date, however they were returned with in a two-week time period.

Along with the survey, I included a personal note (appendix 3) that explained the purpose of the survey as well to confirm the optional and anonymous participation. I also include my personal contact information for any questions and/or concerns regarding the survey. I had no direct contact with the parents and/or children during this time. The homeroom teachers dispensed and collected the surveys and left them in an envelope for me to pick up.

Once the surveys were collected, I was able to quantify the results into a table (Table 1). After reviewing the results in the table, I converted the numbers into a chart. The chart displays the amounts of time parents spend with their children outside of school. Included in the final data was a column for surveys that were not fully completed. I received eight completed surveys; two incomplete surveys and eight were never returned.

The information obtained from the surveys had a large impact on the final list of activities for the guidebook. Having parental involvement in the development of the guidebook gave me confidence that it could, in fact, be a very useful tool.

Results:

The results from this study proved that parents of deaf or hard of hearing children participate in many activities with their children outside of school. Based on the feedback in the comments section of the survey, some parents have truly learned the value of language development in everyday life and have developed ways to make every situation a language activity. The comments and suggestions provided were extremely

helpful because the parents not only provided additional locations of activities, but also more examples of language and vocabulary they incorporate at each place.

Although this was only a preliminary study, the information provided was invaluable to my project as well as my future as a teacher of the deaf. I learned that every experience could be changed into one that is language enriched and the participating parents helped to make that fact more prevalent

Appendix 1

Table 1: Results

QUESTIONS		SOMETIMES	OFTEN	NEVER	NO RESP.
1. I frequently take my child to do activities outside of our house.		1	8	0	1
2. I take my child to the zoo.		6	3	0	1
3. I take my child to the art museum		4	0	6	0
4. I take my child to the grocery store.		1	9	0	0
5. I discuss the areas in the grocery store with my child.		4	6	0	0
6. I discuss different kinds of food with my child while in the grocery store.		2	8	0	0

7. I ask my child to help make the grocery list.		3	1	6	0
8. I take my child to the science center		3	1	6	0
9. I take my child to playgrounds and/or parks		2	8	0	0
10. I talk about articles of clothing with my child when he/she is dressing		2	8	0	0
11. I take my child to the shopping mall		4	5	1	0
12. I read aloud to my child.		3	7	0	0
RESPONSE RATE:	10				

NUMBER OF SURVEYS SENT:	18				
PERCENT RECEIVED:	~ 55%				

Appendix 2

Letter to Parents:

Dear Parents:

I am a student at Washington University School of Medicine in the program in Audiology and Communication Sciences. As part of my graduate studies, I am to conduct an independent study and present it before graduation. For my study, I wanted to see what types of activities families are involved in outside of school in order to elicit language from their deaf or hard of hearing child. Since the development of language is so important for your children, I wanted to research and develop a guidebook that would make that process a little bit easier outside of school and even a little fun! If you wouldn't mind taking a few minutes to fill out this brief survey and return it to your child's primary teacher I would greatly appreciate it! Please return you completed surveys as soon as possible so your input can be included in my project.

I would also like to remind you that participation is completely optional and you are not required to provide any personal information in the survey. The surveys are meant to be completely anonymous and used merely as a means to gather general information. Thank you in advance for your participation!

Sincerely,

Anne L. LeBlanc
annelleblanc@gmail.com

Appendix 3

Survey:

How do you spend time with your child outside of school?

Please circle the answer that best applies. Thanks!

1. I frequently take my child to do activities outside of our house
   a. sometimes b. often c. never

2. I take my child to the zoo
   a. sometimes b. often c. never

3. I take my child to the art museum
   a. sometimes b. often c. never

4. I take my child to the grocery store
   a. sometimes b. often c. never

5. I discuss the areas in the grocery store with my child
   a. sometimes b. often c. never

6. I discuss different kinds of food with my child while in the grocery store
   a. sometimes b. often c. never

7. I ask my child to help make the grocery list
   a. sometimes b. often c. never

8. I take my child to the science center
   a. sometimes b. often c. never

9. I take my child to playgrounds and/or parks
   a. sometimes b. often c. never

10. I talk about articles of clothing with my child when he/she is dressing
    a. sometimes b. often c. never

11. I take my child to the shopping mall
    a. sometimes b. often c. never

12. I read aloud to my child
    a. sometimes b. often c. never

Please use the space provided to make any additional comments regarding the time spent with your child outside of school and the type of language you use.

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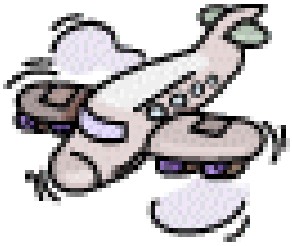

A Guide to Help Parents Support Language Development while out in their Community!

Created by: Anne L. LeBlanc

INTRODUCTION

This book was designed to guide parents in developing and practicing spoken language outside of school. The pages are filled with a variety of activities, both inside and outside of the home, with little to no cost other than transportation.

My inspiration for this guidebook came from discussions with parents and professionals regarding the need for some type of guide to help parents elicit language from their children who are deaf or hearing impaired. This guidebook is based on the idea of parents spending a day having fun with their child while focusing on language development and practice.

I hope that this becomes a very useful tool for parents and that the children, with whom this was developed for, continue to grow and be successful in their spoken language development.

Anne L. LeBlanc

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DIRECTIONS

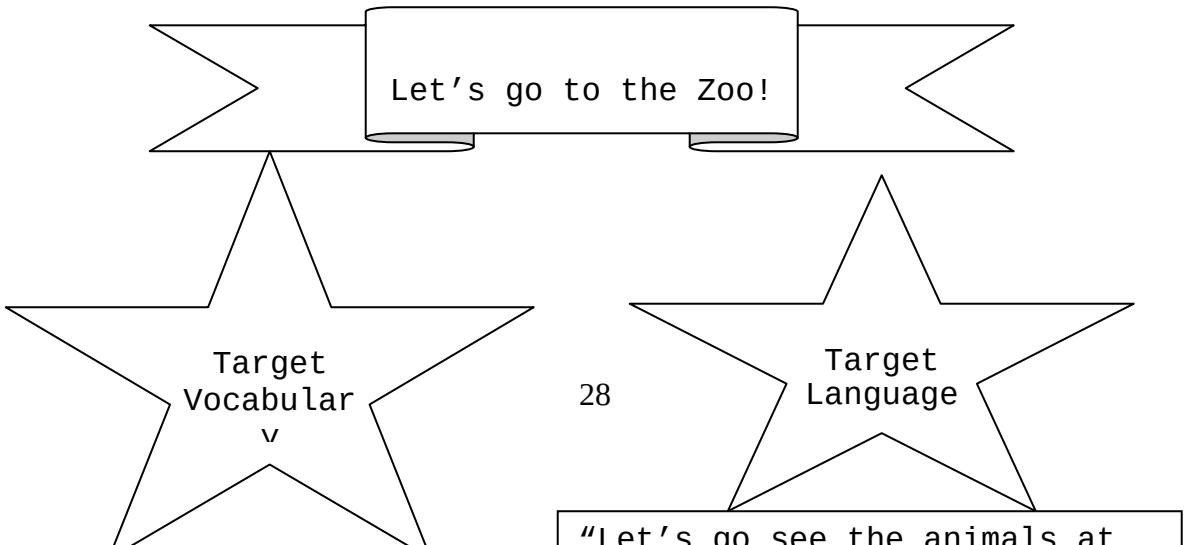
After discussing some ideas with teachers and gathering suggestions from parents, I have developed a list of activities for four community locations for parents to take their children. The purpose of this book is to assist parents in finding fun ways to develop and expand their child’s language and general pragmatic skills while also teaching them new vocabulary.

Each location has two pages filled with a variety of activities to do before, during and after the visit as well as suggested vocabulary and language structures. The

target vocabulary column is a list of suggested words to teach and practice with your child. The target language column is a list of suggested language structures to use with and encourage your child to use. The list includes a variety of structures to meet the needs of various language levels.

Each activity has a several topics to discuss with your child while using the both the target vocabulary and target language.

This book is meant to be helpful while still being fun for the whole family! Enjoy interacting with your child while stimulating language development.



Let’s Go to the Zoo!
Before you go…

MAKE:

-Zoo Animal Picture Book

-Collect pictures of 6-10 animals you want to see at the zoo and make the pictures into a book that you will bring to the zoo.

-Color the pictures of the animals just like the ones at the zoo and discuss colors

-Leave space in the book for additional vocabulary (train, zoo keeper)

-Compare the pictures in the book to the animals you see

-Use the book as a guide to finding certain

Let’s Go to the Zoo!
While you’re there…

-Use the “Zoo Animal Picture Book” to guide you through the zoo.

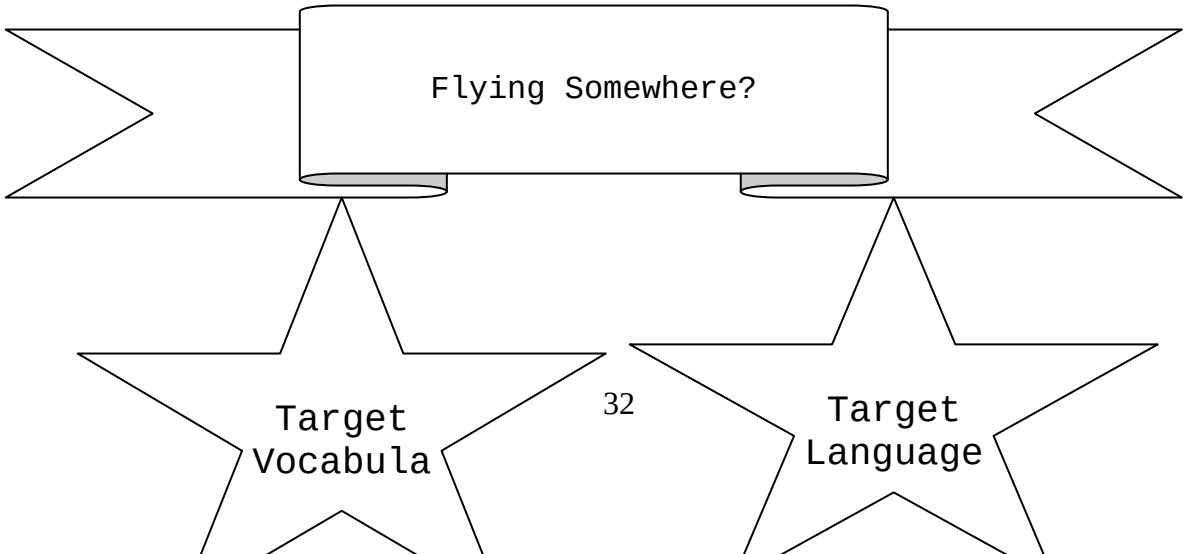
- -“Look! What animal is that?”
- -“Where is that animal in your book?”
- -“Let’s go find the (pick an animal from book)!”

-Sing

- -“The Elephant Song” (while walking to go see the elephants)

Let’s Go to the Zoo!
After you go…

-Create “My Trip to the Zoo” book.
- -Use the pictures taken at the zoo to create a story
- -Write a sentence under each picture at your child’s language level.
  - *I went on the choo-choo train.
  - *We saw three big elephants!
  - *Look! A white polar bear.
- -Have your child show the book to someone that did not go to the zoo so your child can


Flying Somewhere?
Target
Vocabula
Target
Language

Flying Somewhere?
Before you go…

MAKE:

- My Airplane
  - Collect the materials together
  - Discuss the parts of an airplane (wings, engine, cockpit etc.)
  - Discuss each step as your child and/or you make the airplane
  - Use the airplane as a toy and make-up a destination for the airplane to fly.
  - *Appendix 3 for directions*
- Packing List
  - Discuss each item that you will need for a

Flying Somewhere?
While you're there…

- Use the "Map" to discuss traveling
    - "Look! What state are we leaving?"
    - "Are we going far away from home?"
    - "How long will we be on the airplane?"

-Discuss pragmatics while walking around the airport.
    -Waiting patiently to walk through security or board the airplane.
        *"You need to wait your turn to walk through the machine."

Flying Somewhere?
After you go…

-Create “My Trip to the Airport” book.
- -Use the pictures taken at the airport to create a story
- -Write a sentence under each picture at your child’s language level.
  - *I flew on the airplane.
  - *I gave the lady my suitcase.
  - *My luggage was at the baggage claim.
- -Have your child show the book to someone that

What’s in the Backyard?

Target
Vocabula

Target
Language

What’s in the
Backyard?
Before you go…

MAKE:

- -Butterfly Footprints
  - -Discuss the color options for the butterflies
  - -Discuss the materials that will be used
  - -Discuss set up and clean up procedures
  - ***See appendix 3 for directions***
- -Bug Jar
  - -Clean out an empty jar
  - -Have your child decorate the jar
  - -Punch holes in the lid and explain that the bugs need air to

What’s in the Backyard?

```
-Collect leaves and discuss
        -Colors
              *“Look! What color is this leaf?”
        -Size
              *“Is this a big leaf or a little leaf?
        -Texture
              *“is this leaf soft?”
              *“Is this leaf rough?”

-Sing (while walking around the backyard)
        *Hunting Bugs”
```

What’s in the
Backyard?
After you go…

-Create “My Day in the Backyard” book.

-Use the pictures taken in the backyard to create a story

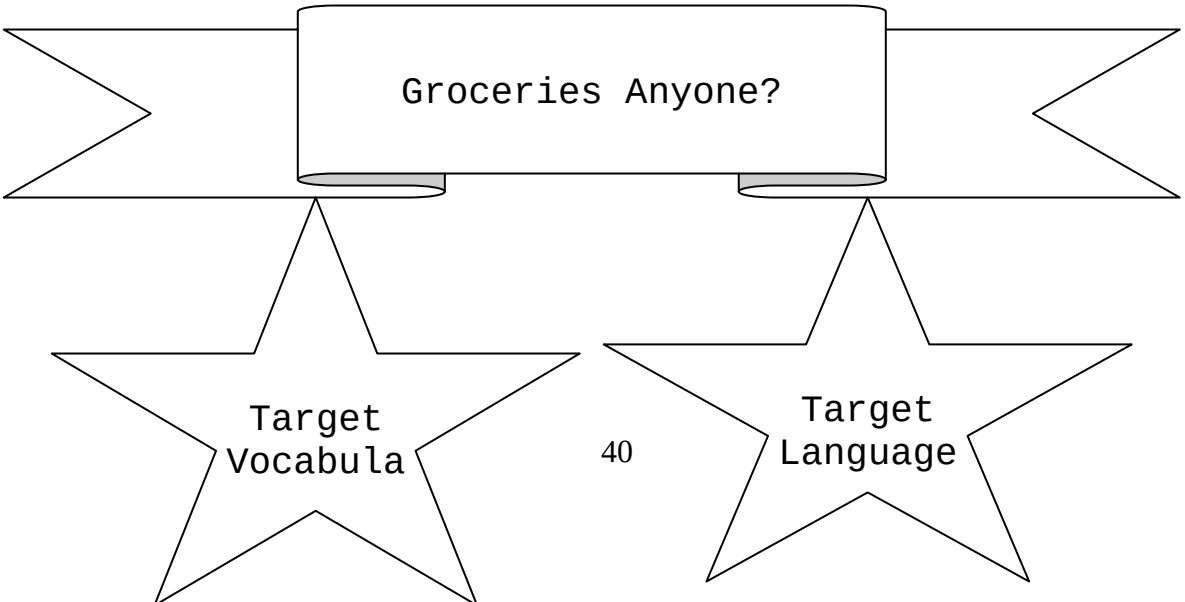
-Write a sentence under each picture at your child’s language level.

*I caught a ladybug.

*We played tag!

*Look! A black spider.

-Have your child show the book to someone that did not play in the backyard so your child can tell the “story” of his or her day outside.


Groceries Anyone?
Target Vocabula
Target Language

Groceries Anyone?
Before you go…

MAKE:

-Picture Grocery List

-Collect pictures of 6-10 food items you need to get at the grocery store

-Glue the pictures on a piece of paper

-Write the food names next to the picture

-Use the list as a guide through the grocery store.

-Discuss the departments of the grocery store

-Discuss the department where each item on the list can be found

-Have your child determine what foods you will get first

Groceries Anyone?
While you're there…

-Use the "Grocery List" to guide you through the grocery store.

-"Look! What kind of food is that?"
-"Where are the bananas?"
-"Let's go find the (pick a food from the list)!"

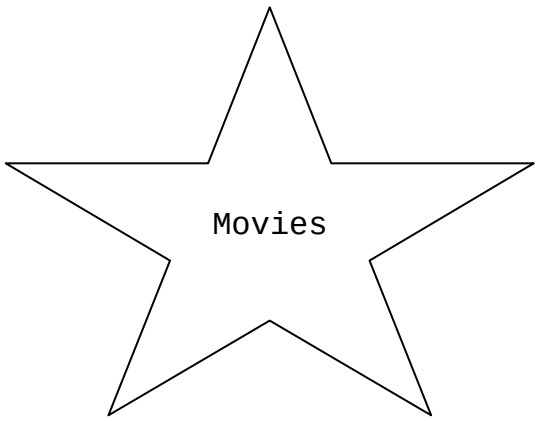
-Sing

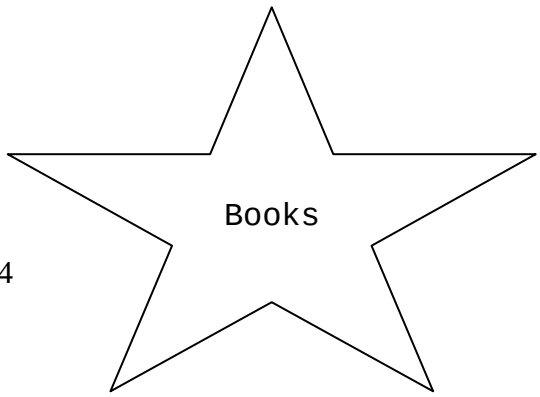
-"What will you buy?" (while walking through the store)
Words in Appendix 4

Groceries Anyone?
After you go…

-Create “My Trip to the Grocery Store” book.
-Use the pictures taken at the grocery store to create a story
-Write a sentence under each picture at your child’s language level.
*I pushed the cart in the grocery store.
*I looked for the milk.
*We bought five red apples.
-Have your child show the book to someone that did not go to the grocery store so your child can tell the “story” of his or her day at the grocery store.

Appendix 1





Appendix 2

Recipes

Sugar Cookie Cutouts

RECIPE INGREDIENTS:

- 1 cup unsalted butter, softened
- 3/4-cup sugar
- 1 large egg
- 1 teaspoon vanilla extract
- 1/3 teaspoon salt
- 2 1/2 cups flour

1. Using an electric mixer at medium-high speed, cream the butter, gradually adding the sugar. Beat in the egg until evenly mixed, and then blend in the vanilla extract and salt.

2. With a wooden spoon, stir the flour into the creamed ingredients, about one third at a time, until evenly blended. The dough may seem soft, but it will firm up when refrigerated.

3. Divide the dough in half. Flatten each portion into a disk and seal in plastic wrap. Refrigerate overnight.

Edible Bug

INGREDIENTS:

- Celery Sticks (body)
- Carrot Sticks (legs)
- Licorice (antenna)
- Raisons (eyes)
- Peanut Butter (to hold everything together)

Appendix 3
Crafts

Footprint Penguin:

What You Need:

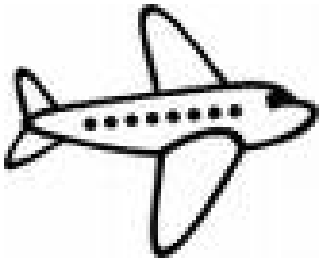
- -White
- - Construction Paper (orange and white)
- - Paint (black)
- - Googly Eyes

-Scissors
-Glue

What You Do:

1. Dip the child's foot in black paint or an ink pad and put on white paper.
2. Add eyes an orange beak and a small white circle for a belly and you have a footprint penguin

Airplane Puzzle:



My Airplane:

What You Need:

-Paper Towel tube
- Cardboard or poster board
-Paint
-Markers/Crayons
-Various Other Art Supplies of Your Choice

What You Do:

-Cut a slit all the way through the paper towel roll.
-Cut out wings from the cardboard and stick them in the slit.
-Finally, let your children decorate and design their own airplane.

Appendix 3
(continued)

Butterfly Footprints:

What You Need:

* Large White Paper
* Paint
* Markers, Glitter, or Other Decorating Materials

What You Do:

- Put the Children's footprints on the paper (separated to make wings of a butterfly)
- Then (after they have dried) let the kids design their own unique butterfly

Rock Bug

What You Need:

- Paint or Markers
- Rock
- Pipe Cleaners
- Glue
- Google Eyes

What You Do:

- Let your kids go pick out their own rocks.
- Then wash the rocks, let them dry. Then give the kids all the different supplies and let them design their own bug.

Appendix 4
Songs

We're Going to the Zoo Today!

We're going to the zoo today,
Going to the zoo
To see lots of animals,
That's what we're gonna do!

Going to the Zoo!

I'm going to the zoo, zoo, zoo
How about you-o-oo?
We're gunna see a monkey (insert any zoo animal here)
At the zoo-o-oo!

The Elephant

The elephant goes like this and that, this and that, this and that.
(Walk heavily and stomp feet loudly)
The elephant goes like this and that, cause he's so big and fat!
(Puff up cheeks and stretch out arms)

He has no fingers and has no toes, He has no fingers and has no toes.
(Wiggle fingers; wiggle toes)
He has no fingers and has no toes, But goodness, gracious, what a nose!
(Stick arms out like a long trunk.)

I Went to the Zoo

Oh I went to the zoo, And what did I see?
I saw a great big tiger, Lookin' at me
He went Raaar, raaar He went Raaar, raaar
He went Raaaar raaar raar, And that's what he said to me

Oh I went to the zoo, And what did I see?
I saw a great big monkey, Lookin' at me
He went Ooo-ooo-o Ooo-ooo-o, He went Ooo-ooo-o Ooo-ooo-o

He went Ooo-ooo-o Ooo-ooo-o, And that's what she said to me!

Songs (continued)

Six Silly Spiders

Six silly spiders standing in a row (Hold up three fingers on each hand)
They just do not know where to go (Wiggle fingers.)
But when someone comes to spray (pretend to spray water)
They will be off on their way (wiggle fingers away.)
In the sea are seven seals. (Hold up three finger and four fingers.)
Swimming and splashing are some of their skills. (Pretend to swim.)
Soon the seals are surprised (Throw hand up as surprised.)
By a fish that’s twice their size. (Hold arms wide)
Swim, little seals, as swiftly as you ca (Pretend to swim fast.)
Or there may be only six in your clan (Hold up three fingers on each hand)

Hunting Bugs

A-hunting we will go
A -hunting we will go
We'll catch a (insert any insect here)
and put it in a box
(loudly) and then we'll let it go!

The Little Caterpillar
(Sung to "Itsy, Bitsy Spider")

The little caterpillar crawled up into a tree,
Spun his cocoon and slept so quietly,
All through the winter he didn't make a sound,
He dreamt of his new life when he'd be flying all around.
While he was sleeping the snow did gently fall,

Winter came and went, then her heard the robin's call,
Come on Mr. Butterfly, out of your cocoon
Spread your wings and fly for me, while I sing my tune.

Songs (continued)

What Will You Buy?
(tune: Farmer in the Dell)

What will you buy? What will you buy?
What will you buy At the grocery store?
Jars and Cans. Jars and Cans.
Jars and Cans at the Grocery Store.
Apples and bananas. Apples and bananas.
Apples and bananas At the grocery store.
Meat and Veggies. Meat and Veggies.
Meat and Veggies at the grocery store.

Shopping Song
(tune: Farmer in the Dell)

A shopping we will go, a shopping we will go.
We will buy some vegetables, a shopping we will go.
A shopping we will go, a shopping we will go,
We will buy some cinnamon buns, a shopping we will go.
A shopping we will go, a shopping we will go.
We will buy some wonderful snacks, a shopping we will go.

Appendix 5
What are some Saint Louis-Specific Activities?

Grant's Farm

Parking: $11.00
www.grantsfarm.com

Busch Stadium

Ticket and Parking: prices vary

The City Museum

Admission Ticket: $12.00

Turtle Park

Free!
www.stlouis.missouri.org

Forest

Saint