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DEVELOPING ORAL LANGUAGE SKILLS
FOR A SELECTED GROUP OF
PRESCHOOL CHILDREN

A THESIS 61

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T A B L E O F C O N T E N T S

Chapter		Page
	ACKNOWLEDGMENTS	iii
	LIST OF TABLES.	v
I	INTRODUCTION.	1
	Need for Study	2
	Review of Literature	5
	Statement of Hypothesis.	14
	Summary.	15
II	PROCEDURE	16
	Sample	16
	Oral Language Skills Program	20
	Pictures As A Language Teaching Aid.	22
	Story-telling.	22
	Songs.	23
	Weather-temperature.	23
	Days of the Week	23
	Health and Safety.	24
	Counting Objects	24
	Dramatic Play.	25
	Art.	25
	Rhythmic and Game Activities	25
	Play Dress-up and Storekeeper.	25
	Summary.	26
III	PRESENTATION OF DATA AND DISCUSSION OF FINDINGS.	27
	Summary.	36
IV	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	37
	BIBLIOGRAPHY.	41
	APPENDIX	
	A Activities for Oral Language Development.	44
	B Holidays and Songs.	46

L I S T O F T A B L E S

Table		Page
I	CHILDREN'S PRIMARY MENTAL ABILITIES K-1 PRETEST RAW SCORES.	29
II	CHILDREN'S PRIMARY MENTAL ABILITIES K-1 POST-TEST RAW SCORES.	31

CHAPTER I

I N T R O D U C T I O N

Language development and oral expression is the basic foundation for a child's future education. If a child misses this foundation during preschool years, he is already deficient in language skills.

Many disadvantaged children have grown up in a primary social group, the family, that for generations has known only poverty and unskilled employment, and where little language teaching is done in the home. Such children may have problems due to the lack of verbal communication skills. From other social instruction, the child learns language rules which are adequate for expressing wants and feeling, for following instructions, and possibly for the telling of stories. But the child has not learned that language rules are necessary for defining concepts, for drawing inferences, for asking questions, and for giving explanations clearly and freely according to his potential.

Children bring to school patterns of listening and speaking from the home environment. These may be refined and improved through teaching and practice. The quality of one's

spoken language can determine the level of social development attainable. Children today need a larger vocabulary and need to employ complex sentence structure more than ever before in history in order to fully communicate with the peer group.

Children may hear much verbiage, but many times are not able to listen advantageously. It is important that children be taught listening skills as well as speaking skills. As a child's language development proceeds, he learns to understand words, and also learns how to use words in his language skills.

Need for Study

The foundation for a child's learning to read, write and express himself is based on preschool experiences. Preschool language experiences should stimulate and promote the ability to discriminate between objects, to learn direction, to differentiate various sounds, and in general to help a child become better prepared for the school experiences.

Many programs for disadvantaged preschool children are language-based, but the children are not motivated in oral language skills. Children who are in poverty situations and disadvantaged categories need to be motivated in oral language skills.

According to Bereiter and Englemann (5), in the more advantaged and middle class homes the parent responds to the

child with statements and questions. In disadvantaged or culturally deprived homes the parent is more likely to respond to the child with a monosyllable or to nod the head without using any words.

Bereiter and Englemann have created a number of game-like activities that are designed to help young children participate in oral language experiences in order to develop oral communication skills. Listening plays an important part in the development of oral language skills. Listening and speaking are universally the most frequently used means of communication. The ability to listen and to speak effectively is probably the most important asset one can acquire and maintain throughout a lifetime. Effective communication and language skills are essential for successful living and meaningful participation in society.

Once a child has learned to talk, he begins to ask questions. He is curious and wants to know about things that are around him. Children usually ask questions to satisfy curiosity, but many other motives come into play such as the desire to establish social contacts, to receive attention, and to gain reassurance, solace, or help. Many times children ask persistent questions as a form of resistance or as a means of expressing resentment. Sometimes children ask questions to practice language abilities and interest. A child passes through a naming period in language development. He

may ask many questions such as "Who," and "What?" Question-asking is a form of language development that enables the child to extend knowledge concerning matters that lie outside of perception but within the range of understanding.

Oral language activities broaden experiences and extend horizons of preschool children. Through stories, finger plays, and rhythmic activities, young children develop oral language skills. Educators such as Bereiter and Englemann (5) have revealed that culturally deprived children can overcome many language handicaps through participating in game-like activities, songs and rhythmic activities. They emphasized that any activity that involves talking gives disadvantaged children some help in language learning. But the activities that help most are the activities that focus upon the crucial language problems of disadvantaged children. Children may learn to develop correct language usage through selected learnings which gives each child the opportunity to participate in vocabulary building.

This study is needed to provide concrete evidence with a selected sample of preschool children that specific oral language activities do enrich a disadvantaged child's vocabulary, and that such enrichment will be measurable on standardized tests.

Review of Literature

Research in the area of children's reading and readiness regarding language development for first grade children has been conducted for more than 20 years in the United States. Passow (18) stated that a large number of studies have been made of children's spoken language. Several studies had a bearing on the problems of constructing reading materials for children. Other studies investigated sentence development in children's verbal responses, produced frequency word counts, and studied the language development of Negro and White children. However, no study could be located that reported the oral language of culturally deprived children prior to entering the first grade. Passow noted that children learn to speak in sentences and to follow a line of thought or a series of events. Extra-curricular experiences that relate to school experiences help a child to build his vocabulary.

Perryman and others (19) emphasized the importance of the early childhood years as the root years for language development. Language becomes a highly efficient way to store information, to recover information and to solve problems. It is a tool for organizing and structuring data according to space and time, and according to cause and effect relationship. Many researchers point out that middle-class children are freer with words in the environment and

have many opportunities to talk with adults, whereas disadvantaged children are lacking in extensive verbal stimulation. Any activity that involves talking gives disadvantaged children some help in language learning.

Benson (4) maintained that a child's earliest responses to phenomena and materials related to language, science and mathematics experiences based on informal opportunities are rich in chances to explore and receive guidance and direction, with the adult utilizing every "teachable moment," in an environment that invites the child to live and learn with intense joy. The purpose of Benson's study was to enrich the oral language skills development activities. Many books are written for the young child in poetic style, with good rhythm and repetition which invite children to participate; thus emerges the storytellers and the listeners. Books such as: The Carrot Seed (16) and Whistle for Willie (15) are good stories that have a listening and storytelling stimulation for language development.

Carter (6) described ways in which a story broadens a child's language experience and provides him with the ability to express himself before a group. Many young children enjoy looking at picture books and telling stories suggested by the pictures. This is a form of building reading readiness as well as sequential verbalization.

Many teachers of young children are encouraging the development of oral language experiences. According to Piaget and Inhelder (20), as a child learns, he has a tendency to regard the name of a thing as an essential part of the thing: it is linked with his egocentricity, his inability to decenter himself from things in the surrounding world and to regard them as having independent existence apart from his own. When a child begins to talk, his language development reflects mental processes, interests, orientation to materials and to the social world in which he lives. Many times children are given little opportunity to express themselves. This limits the vocabulary and the desire to communicate. Opportunities for children to develop language skills should begin in the home. The child should have the opportunity to share ideas and express himself with the members of the family. Many disadvantaged children are victims of the lack of opportunities to express themselves. But they are able to overcome or improve language deficiencies if the teacher provides many opportunities for oral expression.

Reid (25) stated that each new experience offers an added adventure into language development, to discuss, to solve problems, to plan activities, and to increase vocabulary. All people should be considered as part of the environment for language growth. It has been found that children learn not only from their peer, but also from adults, most especially, if there was good rapport between

the child and the adults. Reid (25) also stated that "one's language is influenced by those we like and trust."

Research findings show that if more parents become aware of the importance of oral language communication with the child this speeds up his progress to better speech patterns. The home and school should share the responsibilities for out-of-school activities. Parent and teacher can work together for the child's oral language development. The teacher needs to provide opportunities for listening and speaking as a part of the classroom activities. She needs to provide a variety of situations in which children can listen and speak, such as committee work, puppetry, tape recording, role playing, making statements (such as telling the child's name and address), and making announcements. The atmosphere should be created to the extent that spontaneous interchange of ideas is shared with classmates. Reid (25) further stated that the teacher must make each child feel that he is important as an individual and that he can make a contribution to the school group. The teacher can help children to overcome nonstandard English spoken in the home without "losing face." It is important that the teacher become sensitive to "teachable moments" and to give signals indicating that individuals and groups are ready for the next step in language growth and adjust the schedule, materials, and techniques to learning situation.

Reid (25) also demonstrated that language is inextricably related with the development of the cognitive process and social and emotional development. Language enables the child to attach labels or names to objects. The attachment of labels helps in the process of differentiation, essential to the sharpening of perception and to the development of concepts. To be able to attach a name to an object helps the child to remember it.

Walsh (32) emphasized that the values of language skills in preschool are numerous. Language facilitates and enriches the development of interpersonal relationships. Language provides better social relationship with others.

According to Hurst (12) several studies actually show changes in intellectual growth as a result of oral language skills development. The need for additional research activity on language development in the underprivileged child is clear-cut. Hurst further stated that language development in the underprivileged children must be concerned with much more than verbal processes alone. Hurst contended that if procedures that can help these children overcome mental and emotional problems are to be devised, educators must know a great deal more about interrelationship among cognitive, affective and verbal variables. There needs to be an investigation of the extent to which sensory deficits, in the absence of psychological insults, develop and become more

debilitating over time as a function of the situation in which the child finds himself.

Many disadvantaged children do not know how to adjust the voice to different speaking situations. Many of these children do not know how to speak in a loud clear voice. They either mumble almost every word or else they yell raucously. Neither of these ways of speaking lends itself to language learning activities. In both mumbling and yelling the child has poor control over his articulation, and it is difficult to understand what he is saying. An activity which directly teaches the child how to speak loudly without yelling has an important benefit. A genuinely shy child can learn to speak loudly and through speaking out boldly may overcome some of the shyness. This activity can be introduced on the first day the child attends preschool and repeated as need arises until the child has become accustomed to using an appropriate voice level.

In conducting language activities, the activities should be enjoyable for the children and teacher alike. This does not mean that such activities are handled carelessly and are not conducive to formal learning, because learning can be fun and fun can be learning. It is much easier to provide individual children with the help they need in groups of four or five rather than a large group. This is recommended especially for use with the severely language-deprived children.

Jersild (13) stated that language serves as a way of communicating thought to others and provides a child with a medium for formulating thoughts. A child cannot make a thought clear to others unless it is clear to him. To convey an idea to another, one must, in effect, be able to tell it himself. Language is a fabricated set of symbols.

According to Todd and Heffernan (31), books, pictures and flannel boards are important aids in teaching children language development skills. Children develop appreciation for storytelling, poetry, sharing, dramatizing, looking, listening and participating in conversational activities if language aids are provided. Children learn to realize that there are picture-written words as well as picture-talked words and word-talking pictures.

Applegate (2) stated that a young child can learn to become a good conversationalist and speak intelligently, and express ideas clearly if adequate opportunities are given. Children enjoy talking when there is something to tell or a question and answer period provided. Children learn to tell of an adventure that has happened, to tell what was seen in a picture in his own mind. When a lesson is taught from word pictures, children must be taught how to listen. Listening plays a principal part in learning oral language skills.

Frost and Hawkes (10) stated that the family environment sets a child's foundation for language development.

There are two types of language; one is called restricted language and the other is elaborated. A family that employs restricted language gives a child a language environment characterized by short, grammatically simple, often unfinished sentences with a poor syntactical form stressing the active voice. A socially disadvantaged child has a lack of family conversation. There is little response to the child's question and little encouragement for him to ask questions, both of which would give opportunity to broaden the vocabulary. A child who has learned a restricted language at home is likely to have difficulty in school where an elaborate language is used and taught by the teacher, and the difficulty of the child is likely to increase as he goes further in school unless he learns the elaborate language that is expected in the school. The child who has had experience with an elaborate language from his earliest years has a relatively easy time in school, because he goes on developing the kind of language and related thinking which he has already started. The disadvantaged children are the ones who are identified as having such problems with language development.

The socially disadvantaged child is discovered at an early age. The majority of working-class families who live in large cities are not socially disadvantaged, only about 30 per cent of the children who live in large cities. Socially disadvantaged children tend to come from families who are poor, and who are recent immigrants to the big cities.

They make up the groups that need special help and special attention in the schools. Disadvantaged children may overcome many difficulties in language development with the aid of an understanding teacher and parents who will accept the fact that there is a problem and who will aid the teacher in efforts to give the children all the cooperation that can be provided.

According to Shane (28) the elementary teacher faces a challenge in teaching young children oral language skills. The children with whom one works with in school live in a world that surrounds them with wonders that are ever new. More emphasis has been placed on language in schools in the recent years. The powers to grasp the meanings of life and living ripen most quickly, and this tends to create expression within the child. In improving language instruction for young children, the teacher needs to plan with and for boys and girls. This will help them overcome the threshold and to work for rich and more complete understanding of the things read, heard, and seen, and which are written and spoken.

A study by Kaluger and Kolson (14) cited that a child will encounter problems in language development if adequate auditory and verbal stimulation does not take place during the developmental period. The child may not develop an efficient auditory discrimination pattern, and this hinders his language progress. The child may never develop a sensitive

auditory awareness for sounds. The auditory awareness, discrimination, recognition and memory are of great significance and importance in the development of language skills.

A purpose of the study was to learn whether oral language skills can be taught on a fun basis, but still give children a genuine sense of accomplishment in expressing themselves appropriately and effectively. The main purpose of the study was to measure the progress of disadvantaged preschool children's intelligence quotients concepts and intelligence after being taught oral language skills. The specific purposes for the study were to:

- 1) Develop a special oral language skills program for 36 preschool children.
- 2) Evaluate progress made by the 36 children through the administration of the Science Research Associates Primary Mental Abilities K-1.

Statement of Hypothesis

The hypothesis for this study is a null hypothesis: There will be no measurable progress in either concept learning or advancement of the intelligence quotient as the result of specialized instruction in oral language skills.

Summary

Chapter I has presented the introduction to the study, the need for study, and the review of literature. Chapter II contains the procedure followed, plus discussion of the pre- and post-test scores. In Chapter III are the presentation of data and discussion of findings. Chapter IV contains the summary, conclusions, and recommendations for the study.

CHAPTER II

P R O C E D U R E

The present study was undertaken to determine the progress that disadvantaged children can make through oral language skills development. The study was designed to obtain information about changes in mental capacity as a result of a continuous oral language program. A review of literature pertaining to the education of children from disadvantaged homes was made to find ways to ascertain enrichment experiences for the disadvantaged.

The 36 preschool Negro children who participated in the study were attending the James E. Guinn Elementary School. This school is located in a target area where socially disadvantaged children live. The children were from low income families, welfare families, large families, working mothers and mothers who are the only support for the children.

Sample

The sample consisted of 36 five year old preschool children attending the James E. Guinn Elementary School, Fort Worth, Texas. At Guinn School there were two groups, morning and afternoon classes. A total of 19 boys and 17 girls.

participated in the study. The investigator compared the children in a pretest and a post-test to measure the progress after they were exposed to preschool oral language activities.

The Science Research Associates Primary Mental Abilities K-1 described systematic factor-analytic investigations for kindergarten children. The test scores in terms of educational and vocational criteria measured Intelligence Quotients ratio and deviation in individual differences in behavior and performance among the young children (31).

To obtain information needed for the study, The Science Research Associates Primary Mental Abilities K-1 was administered to the children selected to participate in the study. The Science Research Associates Primary Mental Abilities K-1 was given during the fall of 1968, at the beginning of the school year. The children had seven months of intensive oral language development program and a post-test was administered during 1969, at the close of the school year. During the preschool training period, opportunity for developing oral language skills was provided through the use of finger plays, games and rhythmic activities.

The procedure followed in administering the Science Research Associates Primary Mental Abilities K-1 were:

Directions were given for handling pencils, keeping place markers under the row of pictures that are being

marked, and folding and turning pages of the test booklet.

The children were asked to listen carefully to the instructions.

The children were seated at individual desks, and the examiner distributed colored marking pencils and place markers which were made from large strips of colored art paper.

The children were told to open the test booklet to the first page of pictures and fold the booklet back. Each time, the children were instructed to place a mark on the picture that was indicated. Only one part of the test was timed, the Perceptual Speed Test.

The four primary mental abilities measured by the test were:

- V - Verbal Meaning: The ability to understand ideas expressed in words. In the later school years this is the most important single index of a child's potential for handling academic tasks. At the lower levels verbal meaning is tested by a vocabulary test in picture form.
- N - Number Facility: The ability to work with numbers, to handle simple quantitative problems rapidly and accurately, and to understand and recognize quantitative differences. At the

lower grade levels the N scores are determined by a pictorial test that requires no reading. Addition problems were used.

P - Perceptual Speed: The ability to recognize likenesses and differences between objects or symbols quickly and accurately. This ability is important in acquiring reading skills, but tends to plateau at a relatively early age. For this reason Perceptual Speed is included with the three batteries designed for the lower grades.

S - Spatial Relations: The ability to visualize objects and figures rotated in space and the relations between them. The test measuring this ability appears at every level of the Primary Mental Abilities and is important throughout the school years.

The total timing for the test was one hour. The testing periods were divided into two periods on successive days. The test for the (V) Verbal and (P) Perceptual were given on the first day, and the tests for the (N) Number and (S) Spatial were given on the second day.

Accuracy was the basis for scoring, and the children were urged not to hurry but to work quickly and continuously. The instruction was given: "See how quickly you can mark the

pictures, and go on to the next one." "At the top of the page of pictures is a picture of a girl on a scale. Put a mark on it, using a straight slant mark." Each time the child marked a picture, he was directed to make the mark the same way.

For another section of the test, the instruction was given: "Now put your marker under the first row of pictures." In each row, there were four objects or pictures, and the children were to place a marker on the object that was named in the test booklet. Each of these directions were repeated throughout the test.

Oral Language Skills Program

The language teaching activities program used in teaching the 36 preschool children are presented in the section which follows. The program consisted of finger plays, songs, counting and action games. The use of language teaching aids, including suggestions for using action pictures, and the use of the record player in providing musical experiences and video taped observations are described. Teacher references for the oral language program are given.

The special oral language skills program consisted of the following activities:

- 1) The children heard a story each day for a 10 minute period.
- 2) The children sang three songs each day.
- 3) The children discussed the weather and temperature each day.
- 4) The children talked about the days of the week.
- 5) The children discussed health and safety rules.
- 6) The children counted different objects and told about the sizes and shapes.
- 7) The children were given an opportunity to express themselves in dramatic play.
- 8) The children were given an opportunity to create their own art and to tell about it.
- 9) The children had rhythmic and game activities such as skipping, hopping, fast and slow movements, and make-believe movements of a butterfly, a bird, a hare, a tortoise, an elephant and other animals.
- 10) The children had an opportunity to play dress up and pretend to be mother or father and sometimes a storekeeper.

Methods Used for Language Learning Activities Teacher-Child Talk.

Disadvantaged children can learn to talk loudly and to speak with a clear voice. The teacher used such methods as the following to facilitate this:

- 1) "I am talking." (point to the mouth)
Have all the children in the group participate.
Ask question, "Are you talking, Mary? All right, then say I am talking."
- 2) "Listen. Now I am talking loudly." Switch back and forward to loud then soft or yell. "You may talk loudly; now talk softly."

- 3) Play the sentence game, "My name is _____."

The language teaching aids prove helpful in getting the children to communicate. The "fooler" game turns the problem into a game in which the children can respond. The teacher uses a box called a Magic Box, with different objects in it such as a spool of thread, a slipper spoon, a thimble, and a mouse trap. The teacher gave a clue by telling what each object was used for. Each child had a chance to tell what the objects were used for. Each child had a chance to tell what the object was. Each child was asked to tell what the object was used for in a complete sentence.

Pictures As A Language Teaching Aid

Good action pictures were used in the study to involve the children in looking at pictures. Their sequential responses were to what was seen.

Pictures presented many questions for discussion. Pictures as a language teaching aid proved effective in teaching the shy disadvantaged children.

Story-telling

Each day, stories were read or told to the children. A children's favorite, Whistle for Willie, was used by the teacher. This small book with its bright colored collage art

provided much opportunity for the children to interact verbally. While the story content was sometimes read and sometimes told, the children were shown the pictures and were allowed to touch and handle the book. The children were allowed to tell if they had a dog and what the name of their dog was, and how much fun they have with their dog, just as the little boy did in the story.

Songs

Each day a greeting song was sung to start the new day with a happy beginning. Songs such as, Good Morning To You and America to teach love and respect for our country, and a good bye song to express the good time that each child had during the day, were used.

Weather-temperature

The teacher asked the children to tell what kind of day it was outside. Examples are a sunshiny day, a cloudy day, a rainy day, a snowy day or a windy day. The children had a chance to tell how each type of weather made them feel and the kind of clothes that should be worn according to the weather. The learning that took place concerned how the temperature affects how one feels and how one must dress.

Days of the Week

The children were given opportunity to name the days of the week, and tell something that could be done each day.

Examples would be go to church on Sunday, go to the park and play on Saturday, and Monday, Tuesday, Wednesday, Thursday, Friday, go to school to learn and to have fun.

Health and Safety

The teacher conducted a health inspection period each day. Each child showed how well the teeth, face, ears, nose, neck, and finger nails could be kept. The teacher led the discussion of the importance of cleanliness, and the children were asked to tell about good health habits. Discussions continued with the children telling the kinds of foods one needed to eat and how important different foods are for the body. The children expressed themselves orally by telling what they had for breakfast, lunch and dinner. Safety and its importance were expressed in teaching the correct way of crossing the street coming to school and going home from school. Safety rules were discussed such as "Never run out from between parked cars, always look to the left and to the right before crossing the street, never put wet hands on electrical wires." The children were able to tell how they cross the street and what would happen if wet hands are put on an electric cord.

Counting Objects

The children counted objects such as different colored pegs, straws, triangles, squares, and circles. The

children learned to count at least 13 objects. They recognized numbers up to 13. They also learned to compare shapes and sizes.

Dramatic Play

The children had many oral expressions in dramatizing songs and poems. Songs such as The Old Woman and Her Pig were used. The children could sing and tell about the old lady and the pig that would not go over the sty.

Art

Art was a show and tell period for the children. Each child created a picture and told what the picture was and the colors that were used. This gave each child an opportunity to verbalize his appreciation of his own work.

Rhythmic and Game Activities

Each child enjoyed being able to tell how fast a tortoise could move, and to compare the movements of animals that walk, hop or creep, and to relate how birds fly. The children learned how to move and to express themselves in different rhythmic actions.

Play Dress-up and Storekeeper

The children expressed themselves when they played dress-up and pretended to be the mother, father, the brother

or sister while playing in the housekeeping center. The role of storekeeper was enjoyed, and to participate in the housekeeping center and in the store center. The children ordered, delivered and sold goods from the grocery store. They had experiences in knowing the difference between a grocery store and a super market after the teacher read the story I Want To Be A Storekeeper (11).

Summary

Chapter II has presented the procedure used in oral language skills development. Chapter III will present the data and discussion of findings.

CHAPTER III

P R E S E N T A T I O N O F D A T A A N D D I S C U S S I O N O F F I N D I N G S

The primary purposes of the study were to determine the progress that disadvantaged children make after oral language skills have been taught and to enrich the oral language experiences for young children to express themselves freely and clearly. The Science Research Associates Primary Mental Abilities K-1 were given to measure the children's intelligence. The test measured four factors of the child's intelligence:

- 1) Verbal Meaning, the ability to understand ideas that are expressed in words.
- 2) Number Facility, the ability to work with numbers.
- 3) Perceptual Speed, the ability to recognize likeness and differences between objects or symbols.
- 4) Spatial Relations, the ability to visualize objects and figures.

The 36 children who participated in the study ranged in chronological ages from 5.1 to 6.1 years. The Intelligence Quotients Scores were determined by using the formula $I Q = 100 \times \frac{MA}{CA}$, in which the MA is the mental age score on an intelligence test and the CA is the chronological age.

The Science Research Associates Primary Mental Abilities K-1 was administered to the 36 children enrolled in the James E. Guinn Elementary School. The pretest was administered to the 36 children in the fall of 1968, and the post-test was given during the spring of 1969 after training in oral language developed experiences.

Data were analyzed according to directions for scoring. Each child's booklet was scored. The correct answers were marked on the test items. The raw scores were found and recorded for each of the sub-tests. The sub-tests were Verbal Meaning, Perceptual Speed, Number Facility and Spatial Relations. The children's Primary Mental Abilities K-1 pretest raw scores were totaled for each of the four sub-tests areas. The pretest scores are shown in Table I.

Table II shows the post-test scores on the Primary Mental Abilities K-1 as contrasted to the pretest scores and the mean difference in each student's pretest and post-test scores. The children who had undergone the special oral language training activities made overall gains of one year and four months in mental age; overall gains 16.2 points on intelligence quotient test scores. All 36 children studied made gains ranging from two months gain for one child in mental age to a two year and seven months gain for another child in mental age. Intelligence quotient test score increases ranged from one point to a high of 34 points.

TABLE I
CHILDREN'S PRIMARY MENTAL ABILITIES K-1
PRETEST RAW SCORES

Child's Number	Sex	Chrono- logical Age	Verbal Meaning		Per- ceptual Speed	Number Facility	Spatial Re- lations	Total
1	F	6.0	M.A.	5.0	3.0	4.2	3.4	4.4
			I.Q.	83	50	69	54	56
2	M	6.1	M.A.	3.0	3.0	3.0	3.0	3.0
			I.Q.	49	49	49	49	49
3	F	6.0	M.A.	4.6	3.0	4.4	3.4	4.4
			I.Q.	75	50	72	56	72
4	M	6.0	M.A.	4.10	3.0	4.6	3.4	4.4
			I.Q.	91	50	75	56	72
5	F	5.9	M.A.	5.8	8.0	4.4	5.4	5.8
			I.Q.	97	13.7	74	91	97
6	F	5.9	M.A.	6.6	5.4	5.0	3.0	5.2
			I.Q.	113	93	87	52	90
7	M	5.7	M.A.	5.0	3.0	4.2	3.0	4.4
			I.Q.	90	54	75	54	78
8	M	5.1	M.A.	4.0	3.0	3.10	3.0	3.0
			I.Q.	79	59	75	59	59
9	M	5.6	M.A.	4.10	4.4	4.2	3.0	4.4
			I.Q.	88	79	76	55	79
10	F	5.5	M.A.	4.6	3.0	3.10	3.0	4.2
			I.Q.	87	55	71	55	77
11	F	5.8	M.A.	5.10	4.10	4.6	3.4	4.10
			I.Q.	103	85	79	59	85
12	F	5.5	M.A.	5.8	3.0	3.10	3.4	4.6
			I.Q.	105	55	71	62	83
13	M	5.3	M.A.	6.0	3.0	4.4	3.2	4.8
			I.Q.	114	57	83	60	89
14	F	6.0	M.A.	6.2	6.6	5.6	6.6	6.2
			I.Q.	103	111	92	111	104
15	F	5.2	M.A.	6.2	4.4	4.10	3.4	4.6
			I.Q.	100	84	94	65	87
16	M	5.4	M.A.	6.2	4.6	4.6	3.0	4.10
			I.Q.	116	84	84	56	91
17	F	5.11	M.A.	6.4	5.8	4.6	5.10	5.4
			I.Q.	107	96	76	99	90
18	F	5.11	M.A.	6.4	5.6	5.0	4.10	5.6
			I.Q.	107	93	85	82	93

TABLE I (Continued)

CHILDREN'S PRIMARY MENTAL ABILITIES K-1

PRETEST RAW SCORES

Child's Number	Sex	Chrono- logical Age	Verbal Meaning	Per- ceptual Speed	Number Facility	Spatial Re- lations	Total
19	M	6.1	M.A. 6.6 I.Q. 107	3.0 49	4.10 79	4.8 77	5.0 82
20	M	5.3	M.A. 4.4 I.Q. 83	3.0 57	3.0 57	3.0 57	3.0 57
21	F	5.6	M.A. 6.6 I.Q. 118	5.4 97	5.2 94	4.8 85	5.6 100
22	M	5.3	M.A. 5.0 I.Q. 95	3.0 57	4.6 86	3.2 60	4.4 83
23	F	5.10	M.A. 4.10 I.Q. 83	6.2 106	4.6 77	4.4 74	4.10 83
24	F	5.11	M.A. 5.8 I.Q. 96	4.6 76	5.0 85	4.4 73	4.10 82
25	M	6.0	M.A. 5.0 I.Q. 96	4.4 76	3.0 85	3.0 73	4.4 82
26	M	5.10	M.A. 5.6 I.Q. 94	3.0 51	3.0 51	3.8 63	4.6 77
27	F	5.2	M.A. 4.4 I.Q. 81	3.0 58	3.0 58	3.8 58	3.0 58
28	M	5.3	M.A. 5.0 I.Q. 95	4.4 83	5.6 105	3.4 64	4.6 86
29	M	5.6	M.A. 4.2 I.Q. 76	3.0 55	4.2 76	3.2 58	3.0 55
30	M	6.1	M.A. 5.4 I.Q. 88	6.0 99	4.6 74	3.0 49	4.10 79
31	F	5.8	M.A. 5.4 I.Q. 94	6.4 115	4.2 76	3.6 56	4.10 85
32	M	5.9	M.A. 5.6 I.Q. 93	3.0 52	3.0 52	3.0 52	4.6 78
33	F	5.8	M.A. 3.0 I.Q. 53	3.0 53	5.4 94	3.10 68	4.8 82
34	F	5.5	M.A. 3.0 I.Q. 55	3.0 55	4.2 76	3.0 55	3.0 55
35	F	5.9	M.A. 6.4 I.Q. 110	6.4 110	5.8 99	5.10 101	4.10 101
36	M	5.1	M.A. 3.0 I.Q. 54	3.0 54	3.0 54	4.4 78	4.2 75

TABLE II
PRIMARY MENTAL ABILITIES K-1 POST-TEST RAW SCORES

Child's Number	Sex	Chrono- logical Age	Verbal Meaning	Per- ceptual Speed	Number Facility	Spatial Relations	Pretest Total	Post-Test Total	Difference
1	F	6.7	M.A. 6.6	5.6	6.2	3.0	4.4	5.6	1.2
			I.Q. 99	84	94	46	56	84	28
2	M	6.8	M.A. 6.6	4.6	5.4	5.6	3.0	5.6	2.6
			I.Q. 90	68	80	83	49	83	34
3	F	6.7	M.A. 6.2	4.10	5.10	4.10	4.4	5.4	1.0
			I.Q. 94	73	89	73	72	81	9
4	M	6.6	M.A. 6.6	8.0	9.0	4.10	4.4	6.10	1.6
			I.Q. 100	138	74	105	72	105	33
5	F	6.5	M.A. 7.2	8.0	9.0	6.4	5.8	7.6	1.8
			I.Q. 112	125	140	99	97	117	10
6	F	6.6	M.A. 7.2	5.2	5.8	3.4	5.2	5.6	.4
			I.Q. 110	80	87	51	90	82	8
7	M	6.0	M.A. 3.0	5.8	3.2	4.10	4.4	4.10	.6
			I.Q. 99	49	93	52	78	79	1
8	M	5.8	M.A. 5.6	3.0	3.10	3.2	3.0	4.6	1.6
			I.Q. 97	53	68	56	59	79	20
9	M	6.3	M.A. 6.4	7.4	6.8	6.2	4.4	6.8	2.4
			I.Q. 104	117	107	99	79	107	28
10	F	6.0	M.A. 6.0	3.0	6.0	4.10	4.6	5.2	0.6
			I.Q. 100	50	100	81	87	86	1
11	F	6.3	M.A. 5.10	6.6	5.10	3.8	4.10	5.6	0.5
			I.Q. 93	104	93	59	85	88	3
12	F	6.0	M.A. 6.6	6.0	5.8	3.8	4.10	5.6	1.2
			I.Q. 108	100	94	61	83	94	11
13	M	5.9	M.A. 7.8	5.8	6.0	3.10	4.8	5.0	.2
			I.Q. 133	99	104	67	89	87	2

TABLE II (Continued)
PRIMARY MENTAL ABILITIES K-1 POST-TEST RAW SCORES

Child's Number	Sex	Chrono- logical Age	Verbal Meaning		Per- ceptual Speed	Number Facility	Spatial Relations	Pretest Total	Post-Test Total	Difference
14	F	6.5	M.A.	6.10	7.8	9.0	7.4	6.2	7.8	1.6
			I.Q.	106	119	140	114	104	119	15
15	F	5.8	M.A.	6.10	7.8	9.0	7.4	6.2	7.8	1.6
			I.Q.	106	121	97	109	87	109	22
16	M	5.10	M.A.	6.2	3.0	5.2	3.4	4.10	5.0	0.9
			I.Q.	109	51	89	57	83	86	3
17	F	6.6	M.A.	6.4	6.6	4.8	6.4	5.4	6.4	1.0
			I.Q.	113	97	100	72	90	97	7
18	F	6.6	M.A.	7.2	8.4	6.4	5.6	5.6	6.8	1.2
			I.Q.	110	128	97	85	93	103	10
19	M	6.8	M.A.	8.2	6.10	6.2	5.6	5.0	6.8	1.8
			I.Q.	123	103	93	83	82	100	18
20	M	5.9	M.A.	5.6	3.0	4.0	3.0	3.0	4.6	1.6
			I.Q.	96	52	84	52	57	78	21
21	F	6.1	M.A.	6.8	7.8	6.2	5.2	5.6	6.6	1.0
			I.Q.	110	126	101	85	100	107	7
22	M	5.9	M.A.	4.10	5.2	6.2	3.0	4.4	4.10	0.6
			I.Q.	84	90	107	52	83	84	1
23	F	6.5	M.A.	6.6	5.6	6.2	4.10	4.10	5.10	1.0
			I.Q.	101	86	81	75	83	91	8
24	F	6.6	M.A.	6.6	5.6	6.8	5.2	4.10	6.0	1.9
			I.Q.	100	85	103	80	82	92	10
25	M	5.9	M.A.	5.4	5.8	4.10	3.8	4.4	4.10	0.6
			I.Q.	93	99	84	64	72	84	12
26	M	5.8	M.A.	5.8	5.4	4.2	3.0	3.0	4.10	1.10
			I.Q.	100	94	74	53	58	85	27

TABLE II (Continued)

PRIMARY MENTAL ABILITIES K-1 POST-TEST RAW SCORES

Child's Number	Age	Chrono- logical Age	Verbal Meaning	Per- ceptual Speed	Number Facility	Spatial Relations	Pretest Total	Post-Test Total	Difference
27	F	6.5	M.A. 6.2 I.Q. 96	6.4 99	5.10 91	3.4 52	4.6 77	5.8 88	1.2 11
28	M	5.9	M.A. 6.2 I.Q. 107	6.0 104	6.8 116	5.2 90	4.6 86	6.0 104	1.4 18
29	M	6.2	M.A. 5.2 I.Q. 84	4.8 76	6.2 100	3.0 49	3.0 55	4.10 78	1.10 23
30	M	5.7	M.A. 8.4 I.Q. 125	8.0 120	6.4 95	4.2 63	4.10 79	6.8 100	2.7 21
31	F	6.3	M.A. 7.2 I.Q. 115	6.10 109	7.4 117	6.2 99	4.10 85	6.10 109	2.0 24
32	M	6.2	M.A. 7.4 I.Q. 119	6.4 103	5.10 95	5.4 84	4.8 78	6.6 100	1.6 22
33	F	6.3	M.A. 6.8 I.Q. 107	7.2 115	6.10 109	5.4 85	4.8 82	6.6 104	1.8 22
34	F	6.0	M.A. 4.10 I.Q. 81	4.6 75	5.8 94	4.8 78	3.0 55	4.10 81	1.10 26
35	F	6.4	M.A. 6.6 I.Q. 103	8.4 132	7.2 113	6.4 100	5.10 101	7.0 111	1.9 10
36	M	6.4	M.A. 6.6 I.Q. 105	5.6 89	6.0 95	6.4 100	4.2 75	6.2 97	2.0 22

Analysis of mean gains using Population I as pretest on the Primary Mental Abilities K-1 and Population II as post-test on Primary Mental Abilities K-1 are shown below:

<u>Variable I</u>	<u>Means</u>	<u>Standard Deviations</u>
Population I (Pre-test M. A.)	4.3972222 000	.8074 261500
Population II (Post-test M. A.)	5,6750000 000	1.16341 178000
Variable II		
Population (Pretest I. Q.)	79,194444 0000	13,9777820000
Population (Post-test I. Q.)	93,861111 0000	11,7453350000

The investigator found a need to do additional statistical analysis in order to test the validity of the means increase in both Population I and Population II post-test scores. The t-test of significance was administered. Data analysis using the t-test for Population I and Population II are shown on the following page.

The mean difference found between Population I and Population II were statistically significant at the .001 level of significance. The mental age increased .7989508400 between pretest and post-test scores. Intelligence quotient test scores increased 10.22 745 0000.

The findings as reported in Table II were confirmed statistically to be significant and not due to chance. The changes that took place in the total scores of both boys and girls were valid changes even though the sample was small.

<u>Variable</u>	<u>T-test</u>	<u>Means</u> <u>Difference</u>	<u>Degree of</u> <u>Freedom</u>
I	(M.A.) 5,263361 0000	-1,277777 8000	70
II	(I.Q.) 4,7216281000	-14,666667 0000	70

The investigator wishes to restate that these findings at James E. Guinn Elementary School, Fort Worth, Texas are limited to that particular school group and by the fact that no control group could be arranged to determine if the children would have made some gains through maturation or other factors such as increase in age. Research findings indicate that language skills and mental age are very closely related. It would seem logical that a special oral language skills program which was well-designed and systematically carried out would produce changes in children's mental abilities.

Another purpose of the study was to measure the progress of disadvantaged preschool children's concepts and intelligence quotient after being exposed to a special oral language skills program. Mental ages increased significantly; intelligence quotient scores increased significantly for the total group of both boys and girls. More research should be

conducted to replicate these small findings, and with adequate controls, but there does seem to be a strong indication that special language development programs can make changes in abilities such as verbal meanings, spatial relations and other factors which are measured by the Primary Mental Abilities K-1.

Summary

Chapter III has presented the data and discussion of findings. Chapter IV will present the summary of the study.

CHAPTER IV

S U M M A R Y, C O N C L U S I O N S A N D R E C O M M E N D A T I O N S

The purpose of the present study was to measure the progress of 36 preschool children through the administration of a special oral language skills program. The data were gathered through the administration of a pretest and post-test using the Primary Mental Abilities K-1. The four primary mental abilities evaluated by the tests were; verbal meaning, number facility, perceptual speed and spatial relations.

The daily teaching program with the children was specially designed to develop oral language skills. The daily activities consisted of stories read to the children, songs each school day, dramatic play, finger plays, conversations relating to weather and temperature, days-of-the-week discussions, practice of health and safety rules, counting different objects, and learning size and shape. The children were provided with opportunities to express themselves in in-door and out-door play; to create art pictures, rhythmic and game activities such as skipping, hopping, fast

and slow movements, make-believe, dress-up play were part of the daily program.

Summary findings revealed that overall gains were made on post-test scores on the Primary Mental Abilities K-1 as contrasted to pretest scores and the mean difference in each child's pretest and post-test scores. Following the special oral language activity training program 36 children made overall gains of one year and four months in mental age; and gains of 16.2 points on the intelligence quotient test score. All 36 children studied made gains ranging from two months for one child in mental age to a two years and seven months gain in mental age. Scores of both boys and girls increased significantly on the mean gains in mental age. Average mean gains for the children were one year and four months; average mean gains on intelligence quotient was 16 points.

Reported pretest and post-test scores were confirmed statistically and found to be significant at the .001 level. The mental age increased .798950 8400 between the pretest and post-test scores; intelligence quotient test scores increased to 10.22745 0000. The total scores of both boys and girls were valid changes, statistically significant and not due to chance.

The findings of 36 preschool children enrolled at James E. Guinn Elementary School, Fort Worth, Texas were

limited to that particular school. The study is also limited by the fact that a control group could not be set up; however, it can be stated that growth in language skills and mental age are closely correlated. The data results showed that the level of performance of 36 disadvantaged preschool children's concepts and intelligence quotients improved through a well-designed and systematically taught special oral language development skills program.

The following suggestions might be valuable to teachers of culturally deprived children:

- 1) Administrators and educators must be encouraged to plan more flexible programs in the education of young children, in order that children may be free to develop at their own rate and according to their own patterns of growth. This growth must involve the total well-being of each child's physical, and mental health, his social adequacy, as well as his intellectual powers.
- 2) Plan ways to increase the children's language deficiencies. This can be accomplished through using dramatization, reading to the children, songs, games, and finger plays.
- 3) Establish a cooperative plan between the parent and teacher on how to deal with the young child. Help parents learn how to help their children.
- 4) Use activities in Title I Preschool program which are geared to correct the children's motivation inadequacies and bolster children's self-image.
- 5) Organize a special skills program similar to the one the investigator used, by adapting the teaching program to special needs of disadvantaged children. All culturally deprived children do not have the same needs.

- 6) A similar program should be conducted with a control group in order to discover whether maturation or age would influence the scores.

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APPENDIX A

ACTIVITIES FOR ORAL
LANGUAGE DEVELOPMENT

FINGER PLAYS

READY TO LISTEN

Let your hands go clap, clap, clap;
 Let your fingers snap, snap, snap;
 Let your lips go very round.
 But do not make a sound.
 Fold your hands and close each eye;
 Take a breath . . . and softly sigh;
 Ah! (The actions are as indicated.)

MYSELF

I have two eyes to see with,
 I have two feet to run.
 I have two hands to wave with,
 And nose, I have but one.
 I have two ears to hear with,
 A tongue to say good day,
 And two cheeks for you to pinch,
 And now I'll run away.

WHO FEELS HAPPY?

Who feels happy? Who feels gay?
 All who do - clap your hands this way.
 (Tap your feet, wave your hands.)

FRIENDS

Together, together, we'll clap our hands
 Together, together, we'll clap our hands.
 And that's what we will do.
 (Nod head - wiggle toes - wave hands - roll hands.)

THUMBKIN

Where is Thumbkin? Where is Thumbkin?
 Here he is, here he is! (Show Right Thumb, Then Left Thumb.)
 How are you today, sir? (Right Nods To Left.)
 Very well, I thank you. (Left Returns Nod.)
 Run away, run away. (Right Behind Your Back, Left Behind
 Your Back.)

APPENDIX B

H O L I D A Y S A N D S O N G S

HOLIDAYS

HOW MANY VALENTINES?

Valentines, valentines, how many do you see?
 Valentines, valentines, count them with me.
 One for Daddy (thumb); one for Mother (pointer)
 One for Grandma, too (mid); one for Sister (ring)
 One for Brother (little), and here is one for you!
 (Make heart shape with thumbs and pointer.)

THE BEE HIVE

(The children say the words after the teacher)

Here is a bee hive.
 Where are the bees?
 Hidden away inside
 Where no one sees.
 Here they come
 creeping out of the hive
 One, two, three, four, five.
 (The hand is closed then opened to bring fingers out to count.)

HOMES

Here's a nest for Robin Redbreast
 Here's a hive for Busy Bee
 Here's a hole for Bunny Rabbit,
 And here's a home for me.

OPEN, SHUT THEM

Open, shut them; Open, shut them, Give a little clap!
 Open, shut them; Open, shut them, Lay them in your lap.

Creep them, creep them; Creep them, creep them,
 'Way up to your chin.
 Open up your little mouth, but do not let them in.

Open, shut them; Open, shut, to your shoulders fly.
 Then like little birdies, let them flutter to the sky.

Falling, falling, falling, falling, almost to the ground.
 Quickly pick them up again, and turn them round and round.
 Faster, faster, faster, faster,
 Slower, slower, slower, slower, Clap!

THANKSGIVING

Everyday when we eat our dinner, our table is very small.
(show size with 2 hands)

There's room for Daddy (hold up tall finger) and Mother
(hold up pointer) and Baby, that is all. (Hold up little
finger.)

But when Thanksgiving comes, you can't believe your eyes
For that same table stretches (stretch arms) until it is
this size!

SONGS

A HELPER

A helper I will be, A helper I will be,
There's work to do, There's work to do,
In our fam-i- ly. (Sing to the tune of "Farmer In The Dell.")

HELPER

A helper I will be; A helper I will be,
There's work to do; There's work to do
At Nursery School today

Or

We're picking up our toys, we're picking up our toys;
We're putting all our toys away,
We're cleaning up our room (Tune: Farmer in the Dell)

BUS SONG

The wheels on the bus (car) go 'round, 'round, 'round
'round, 'round, 'round, 'round, 'round. (Rolling hands)
The wheels on the bus go 'round, 'round, 'round, all around
the town.
The horn on the bus go toot, toot, toot,
(Repeat, then all over the town)
The wipers on the bus go swish, swish, swish.
(Repeat, then all over the town)

HELLO

Hello, Hello, hello'. How are you?
Hello, Hello, hello'. I am fine, thank you!

CLEAN-UP TIME

It's Clean-up Time at the school. It's time for girls and boys to stop what they are doing now and put away their toys.

COUNTING

ONE, TWO-HOW DO YOU DO?

1-2 How do you do?
 1-2-3 Clap with me.
 1-2-3-4- Tap your toe on the floor
 1-2-3-4-5- Lean to the side
 1-2-3-4-5-6- Whirl and twirl - turn and mix.
 1-2-3-4-5-6-7- Stretch up tall - to Heaven
 1-2-3-4-5-6-7-8- Close to the floor while we wait (Squat)
 1-2-3-4-5-6-7-8-9- Now let's tip toe into line.

CHRISTMAS

This baby piggie went to market; (thumb)
 This baby piggie trimmed the tree; (pointer)
 This baby piggie cooked the dinner (middle)
 And this baby piggie sang, "Wee, wee, wee" (ring)
 And this baby piggie cries, Merry Christmas."
 To everyone he did see. (little)

SANTA CLAUS

Two merry blue eyes
 A queer little nose;
 A long snowy beard,
 And cheeks like a rose.

A round chubby form,
 A big bulging pack
 Hurray for old Santa
 I'm glad he's come back

NURSERY RHYMES

JACK BE NIMBLE

Jack be nimble,
 Jack be quick,
 And Jack jump over the candlestick.

PUSSYCAT, PUSSYCAT

Pussycat, pussycat, where have you been?
 I've been to London to look at the Queen.
 Pussycat, pussycat, what did you there?
 I frightened a little mouse under the chair.

JACK AND JILL

Jack and Jill went up the hill,
 To fetch a pail of water;
 Jack fell down and broke his crown,
 And Jill came tumbling after.

Then up Jack got and home did trot
 As fast as he could caper.
 He went to bed to mend his head
 With vinegar and brown paper.

SONGS

Music increased the children's language skills, and increased the vocabulary, developed an awareness of self and response to rhythm. Songs were used to create an aesthetic enjoyment. Music and songs help to free a child from fears and provides experiences that settle emotional disturbances and help children to adjust socially. The children's oral language skills improved to the extent of them making up their own words for a song, such as:

Hello, Hello, Hello, How are you?
 Hello, Hello, Hello, I am Fine,
 Thank you!

COUNTING

Number concepts are important, the children learned to associate objects and the number of objects. Rhyming

counting is easy for the preschool children to understand and enjoy.

CAN YOU SAY THIS

GAME FOR TALKING IN SENTENCE

This is a boy.

Would you say that please? Good. Ready again?

The boy wears a shirt.

I touch the shirt.

I touch the button.

I touch the shirt sleeve.

I touch the collar.

The boy wears pants.

The boy wears shoes.

I put my finger under the shoes.

(These sentences were used with a picture of a boy.)

Now boys and girls we'll look at the girl.

This is a girl.

She is pretty.

The girl wears a dress.

The dress has a skirt.

The girl wears socks.

The girl wears shoes.

I touch the girl's dress.

I touch the girl's shoulder.

I put my finger above the girl's head.

Very good.

THIS IS A HOUSE

Would you listen first then say what I say please?

Good. Ready?

The house is pretty.

It has a door.

I go in and out of the door.

There is a window.

There is the roof.

The roof is on top of the house.

THE PREPOSITION GAME

PREPOSITION GAME

At a signal, the children stand on a white line.
Follow the directions "stand beside the line." Run in front of blocks. Girls run in front of the boys, then boys run in front of the girls. Jump in the circle, jump out of the circle, jump over the rope, jump under the rope.

Follow the Leader. The children walk in line and follow the actions of the leader.

STRETCH STRETCH

Stretch, stretch away up high. (reach arms upward)
On your tiptoes, reach the sky. (stand on tiptoes; reach)
See the blue birds flying high. (wave hands)
Now bend down and touch your toes; (bend to touch toes)
Now sway as the North wind blows; (move body back and forth)
Waddle as the gander goes! (Walk in waddling motion back to seat).

TOUCH YOUR NOSE

Touch your nose, touch your chin,
That's the way this game begins.

Touch your eyes, touch your knees;
Now pretend you're going to sneeze. (finger under nose)

Touch your hair, touch one ear;
Touch your two red lips right here.

Touch your elbows, where they bend;
That's the way this touch game ends.

DRAW A CIRCLE

Draw a circle, draw a circle (draw circle in air with pointer)
Round as can be.

Draw a circle, draw a circle
Just for me.

Draw a square, draw a square; (draw square in the air)
Shaped like a door.

Draw a square, draw a square;
With corners four

Draw a triangle, draw a triangle (draw triangle in the air)
With corners three.

Draw a triangle, draw a triangle;
Just for me.

Use to teach concepts of shape. If flannelboard is used,
need shapes of felt.

A HELPER

A helper I will be, A helper I will be,
There's work to do, There's work to do,
In our fam-i-ly. (Sing to the tune of "Farmer in the Dell")

FAMILY

Good morning, mother finger, What will you do today?
I'll love you and take care of you, That's what I'll do today.

Good morning, father finger, What will you do today?
I'll work hard all day long for you, That's what I'll do today.

Good morning, brother finger, What will you do today?
I'll work and play and help all day, That's what I'll do today.

Good morning, sister finger, What will you do today?
I'll help all day, and work and play, That's what I'll do today.

Good morning, baby finger, What will you do today?
I'll laugh and play and sleep all day, That's what I'll do today.

(Show a picture of a home and say:)

This is a home where people live,
Each one helps the other;
They do such kind and loving things
They love one another.

DADDY

I have a Daddy, big and strong (throw back shoulders and pat chest)
 Who works for me the whole day long. (imitate father's work)
 He always knows a game that's fun: (imitate any game played with Dad)
 He reads to me when day is done (use hands to open book)
 I'd like to bow my head and look.

BABY

Here is baby's tousled head (closed fist)
 He nods and nods (bend fist back and forth)
 Let's tuck him into bed (bend other arm)
 (tuck fist into bended elbow)

JACK IN THE BOX

Jack in the box sits so still (children bend over, hide faces in arms)
 Will you come out? Yes I will! (children sit up straight)

LITTLE SCISSORS

Where are my little scissors?
 Look all around my lap.
 Here are my little scissors . . .
 Snip, snap, snap! (scissors motion with pointed and middle finger).

THE FLOWER

Here's a green leaf (show hand)
 And here's a green leaf (other hand)
 That, you see, makes two. (2 fingers)
 Here is a bud (cup hands together)
 That makes a flower
 Watch it bloom for you. (open cupped hands gradually)

JACK IN THE BOX

Jack--Oh, Jack--Where are you? (hand closed, thumb inside)
 "Here I am--Boo!" (open hand as thumb springs out)

FAMILY

MOTHER

I have a mother kind and sweet (point to self)
 She dusts and keeps our house so neat, (Make dusting,
 sweeping motions)
 She washes dishes, irons our clothes (make washing, ironing
 motions)
 When I need help she always knows (place hands on chest for
 "I" and hold palms up in front for "Always")
 Exactly what is good and right.

FAMILY

This is my Father - This is my Mother
 This is my brother tall.
 This is my sister - This is my baby
 Oh, how we love them all. (use fingers, throw kiss)

ANIMALS

OLD DAN

Old Dan has 2 eyes,
 Old Dan has 2 ears,
 Old Dan has one mouth
 With many, many, many,
 many teeth . . .
 Old Dan has 4 feet,
 Old Dan has 4 hoofs,
 Old Dan has one tail
 With many, many, many,
 many hairs . . .
 Old Dan can walk, walk, walk,
 Old Dan can run, run, run,
 many, many miles.

ANTS

Once I saw an ant hill (fist)
 With no ants about,
 So I said, "Little ants,
 Won't you please come out?"
 Then as if the little ants
 Had heard my call
 1-2-3-4-5 came out . . . (un-
 fold fingers)
 And that was all.

THE ELEPHANT

The elephant has a trunk for a nose
 And up and down is the way it goes
 (clasp hands, extend arms, raise and lower)
 He wears such a saggy, baggy hide!
 (relax body)
 Do you think two elephants would fit inside?
 (hold up two fingers)

BUNNY

This is a bunny with ears so funny,
 This is his hole in the ground
 When a noise he hears,
 He pricks up his ears,
 And hops in his hole in the ground.

CREEPY CRAWLY

Creepy crawly, creepy crawly
 Goes old pussy cat (make fingers creep along opposite arm)
 Froggie with a speckled coat
 Jumps like that! (make leap with arms)

HOMES

Here's a nest for Robin Redbreast
 Here's a hive for Busy Bee
 Here's a hole for Bunny Rabbit,
 And here's a house for me.

ANIMALS

SPIDER

Itsy bitsy spider went up the water spout,
 Down came the rain and washed the spider out.
 Out came the sun and dried up all the rain,
 And itsy bitsy spider went up the spout again.

RHYMES FOR QUIET TIMES

These rhymes are designed to induce relaxation. They can be used following a play period or as a readiness technique preceding a new learning activity, or perhaps as a brief interlude of quietness and a change of pace in the midst of a hectic day.

READY TO LISTEN

Let your hands go clap, clap, clap;
 Let your fingers snap, snap, snap;
 Let your lips go very round.
 But do not make a sound.
 Fold your hands and close each eye;
 Take a breath . . . and softly sigh;
 Ah!
 (follow action indicated)

STILL TIME

I've just come in from playing;
 I'm as tired as I can be;
 I'll cross my legs
 And fold my hands
 And close my eyes so I can't see.

I will not move my body;
 I'll be like Raggedy Ann;
 My head won't move;
 My arms won't move;
 I'll just be still
 Because I can..
 (enhanced by use of doll to demonstrate)

THUMBKINS

Mr. Thumbkin Left and Mr. Thumbkin Right (hold up both)
 Met each other on a Sunday night; (move together)
 Mr. Thumbkin Left said "How do you do?" (wiggle left thumb)
 Mr. Thumbkin Right said "Fine, and thank you." (wiggle right thumb)
 They began to yawn and nod their heads (move hands apart)
 And they went back home to their cozy beds. (hands behind back)

MISCELLANEOUS

Here's a little washboard,
 Here's a little tub,
 Here's a little cake of soap,
 And this is the way we rub.
 Here's a line away up high,
 Now the clothes are drying;
 Here's the wind come "Oooooing" by,
 Now the clothes are dry.

SUNGLASSES

These are my great sun glasses
 And this is my great sun hat
 This is the way I fold my hands
 And rest the, just like that!

TWO LITTLE HOUSES

Two little houses all closed
 up tight (fists)
 Open up the windows and let
 in the light (open hands)
 Ten little finger babies
 tall and straight (straighten fingers)
 Ready for school at half past eight.

A CUP OF TEA

Here's a cup and here's a cup
 And here's a pot of tea.
 Pour a cup and pour a cup
 And have a sip with me.

BALLS

A little ball (circle with thumb and pointer)
 A big ball (circle with both hands)
 A great big ball I see . . . (circle with arms)
 Now, let's count the balls we've made . . .
 One, two, three. (repeat circles with hands)

CLOWN

This little clown is fat and gay, (thumb)
 This little clown does tricks all day, (pointed)
 This little clown is all and strong, (middle)
 This little clown sings a funny song, (ring finger and wiggle)
 This little clown is wee and small,
 But he can do anything at all. (little finger)

STAND UP TALL

Stand up tall
 Hands in the air;
 Now sit down;
 In your chair.
 (clap your hands - 3 times as words are said)

I WIGGLE

I wiggle my fingers
 I wiggle my toes
 I wiggle my shoulders
 I wiggle my nose
 Now no more wiggles are left in me
 So I will be still as I can be.

MY FINGERS

I stretch my fingers away up high
 Until they almost reach the sky
 I lay them in my lap you see
 Where they're as quiet as can be.

WITH MY HANDS

With my hands (clap hands 3 times)
 I clap, clap, clap.
 And now I lay them
 In my lap. (fold hands in lap)

RHYMES FOR ACTIVE TIMES

Teachers are frequently encountering a wiggle problem when nervous tension builds up in a group on those days of sudden weather changes or pre-holiday festivities. The rhymes in this section are excellent to use in such situations. No special theme, but can be used at any time of the year.

FOLLOW THE LEADER

Play a lively record that suggests lots of action, directing the children in movements in time to the music. These movements should be pantomimed.

"Parade of the Wooden Soldiers" or "The Teddy Bear's Picnic" are good records to use. All actions should be done in time to the music.

Suggested action for children to follow:

Touch a part of the face	Flap arms like birds
Place finger tips on head	Clap hands
Make arms leap like a frog	Twirl fingers
Place finger tips on shoulders	Touch knees
Place thumbs in ears	Draw a circle with finger
Hands on hips	Wiggle toes
	Tap with foot

FUN WITH HANDS

Roll, roll, roll your hands as slowly as can be;
Roll, roll, roll your hands;
Do it now with me.

Roll, roll, roll your hands as fast as fast can be;
Roll, roll, roll your hands;
Do it now with me.

Substitute:

Clap, clap, clap your hands
Shake, shake, shake your hands

WHAT THE ANIMALS DO

We'll hop, hop, hop like a bunny (hopping motion with hand)
And run, run, run like a dog; (running motion fingers)
We'll walk, walk, walk like an elephant (walk with arms)
And jump, jump, jump like a frog; (jumping motion)
We'll swim, swim, swim like a goldfish (swim motion with hand)
And fly, fly, fly like a bird (flying motion with arms)
We'll sit right down and fold our hands (fold in lap)
And not say a single word.