

Under Eight's Week 2012

Language – actively connecting children to their world

How many different types of language are there? Spoken, written, sign language, body language; language specific to different cultural and social groups . Language specific to individuals and groups. Musical language.

Sharing the diversity of communication and language with the children, what a wonderful focus!

Ideas for the week (or longer, depending how the children run with them!)

The spoken word:

- ❖ Brainstorm all the finger rhymes or song the children know now. Make a list. Add a new finger rhyme/song to the list each day this week.
- ❖ Introduce children to poetry. (see the Animal Talk poem at the end of this info!)
- ❖ Discuss different languages around the world. If you have families that speak more than one language, invite them to speak to the children or tell a story in a language other than English (you may need the story written out in English so you can act as interpreter). This could also be accessed on the internet. www.globalkidsoz.com.au have some fantastic resources to support this idea.
- ❖ Children can make cup and string telephones. Discuss how the sound waves from the voice travel along the string from one person to the other.

The written word:

- ❖ Let children choose all the books on display in the reading corner for the week.
- ❖ Introduce children to a very interesting picture each day. Ask the children to think about the picture when they can during play time. Make up a story about the picture (this could be done as a whole group, small group or individually as the children feel the inspiration)
- ❖ Write many different ways that hello and good bye are written. Practice saying them. The correct pronunciations and examples of people speaking the words could be accessed on the internet.

Body language:

- ❖ Feeling Faces: Have pictures of people depicting different feeling around the learning environment. Discuss how we can tell what people feel by looking at them. Children can make different “Feeling Faces” in playdough, in the sand pit, at painting easels, at collage table. Fantastic emotion images can be downloaded easily from the internet for educational use.
- ❖ Place mirrors near the pictures so children can see themselves making different emotional faces.
- ❖ Show different emotions through your whole body. Great resource story “As Quick as a Cricket” by Audry Wood (Published by Child’s Play)

Other Forms of language:

- ❖ Sign Language: Discuss what it is and why it is used. Let children experience using sign language (and not be able to speak/hear to communicate!)
- ❖ Certain industries have their own sign language, for example Scuba Divers use special hand signals underwater because they can not speak to each other.
- ❖ Musical Language: Discuss how music has its own language. Look at some sheet music, and talk about how this music is read by musicians. If any staff, parents, grandparents or children can play and instrument and read music, invite them in to perform.
- ❖ Let children make musical instruments and use the Ta Ti-Ti Za symbols to read basic rhythm cards (see resources)
- ❖ Drums have a long history in many cultures of being a favoured form of long distance communication. Let the children make drums and see how they could communicate with them. Make a “Drum Language”.
- ❖ Morse code and signal flags are some cross cultural form of communication (one language used by all countries and cultures!). Great information and demonstrations can be found on the internet. (see resources)

Make a big group poster/wall display about all the different ways the children communicate with each other during the week...have it as an ongoing list that can be added to at any time.

Many Rose3 learning experiences support these experiences: Playdough, Easel Painting, Box Construction, Collage, Musical Instruments.

This Information has been compiled in good faith and all shared resources are for individual educator use and to the best of our knowledge are free to download from the websites accessed. Please contact info@rose3.com.au if any of this information has been printed in error. Copyright Rebecca Rose Perkins 2012.

Resources

Musical Beat/Rhythms

Stick Notation	Rhythm Syllable	Make Conscious: What happens?	Notation Name
	ta	1 sound/1 heart beat	1 quarter note
┌	ti-ti	2 even sounds/ 1 heart beat	2 eighth notes
ξ or Z	Za or rest	No sound/ 1 heart beat	1 quarter rest



h h i i

i h i i

i h i z

Animal Talk by Arden Davidson

**I think that I've got it all figured out...
what animal talk is all about.**

**"Moo" means excuse me, that's my
milk you're takin'.**

**"Oink" means quit lookin' at me
like I'm bacon.**

**"Nay" means no shoes, no shirt,
no ride.**

**"Baa" means, gee lately it's
colder outside.**

**"Arf" means my tail
is my very best feature.**

**"Meow" means I'm such
an exquisite creature.**

**"Quack" means this water
is turning quite icy.**

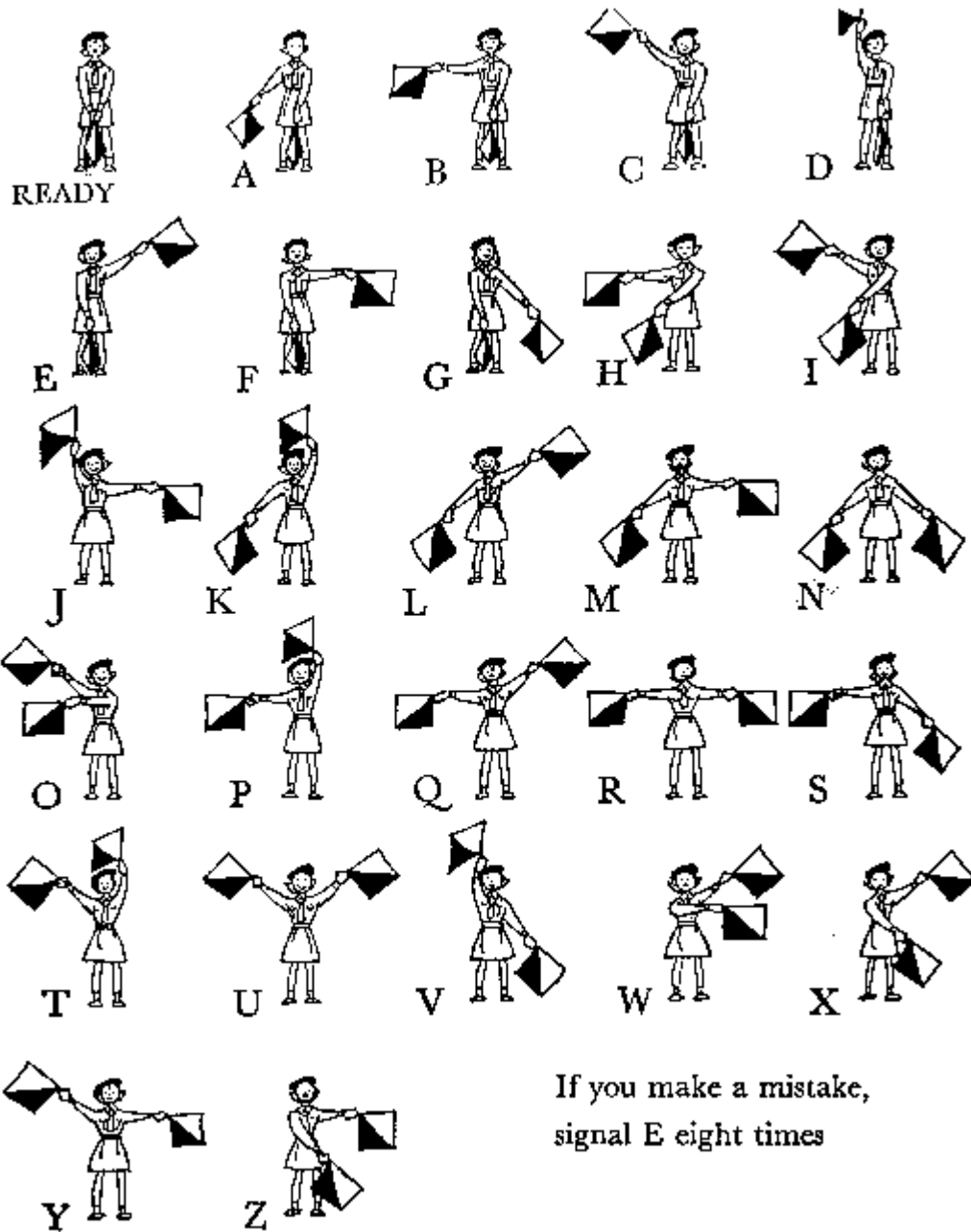
**"Hiss" means you look
so delicious and spicy.**

**"Roarr" means I am
the king of the beasts.**

**"Honk" means I am
the queen of the geese.**

**"Grrrr" means I'll eat you
when you go for a walk.**

**Boy am I glad
I speak animal talk!**



If you make a mistake,
signal E eight times

International Morse Code

1. A dash is equal to three dots.
2. The space between parts of the same letter is equal to one dot.
3. The space between two letters is equal to three dots.
4. The space between two words is equal to seven dots.

A	• —
B	— • • •
C	— • — •
D	— • •
E	•
F	• • — •
G	— — •
H	• • • •
I	• •
J	• — — —
K	— • —
L	• — • •
M	— —
N	— •
O	— — —
P	• — — •
Q	— — • —
R	• — •
S	• • •
T	—

U	• • —
V	• • • —
W	• — —
X	— • • —
Y	— • — —
Z	— — • •

1	• — — —
2	• • — — —
3	• • • — —
4	• • • • —
5	• • • • •
6	— • • • •
7	— — • • •
8	— — — • •
9	— — — — •
0	— — — — —

http://en.wikipedia.org/wiki/Morse_code

Standard Manual Alphabet



Draw the signs for your name:
