

Name \_\_\_\_\_

## LANGUAGE USAGE

You will notice that some children talk a great deal, others only at times, and a few hardly at all. Some children may be using only words and/or phrases, while others use simple sentences, and still others fairly complex sentences.

Some children find it easier to talk to adults than to children their own age, and vice versa.

Often times, children will use their imagination and pretend they are another person, an animal, etc. and demonstrate this by changing their speech for the "role".

1. Describe the speech of one child who is well advanced in language development. How did this affect his/her relationship with other children?
2. Describe the speech of one child who spoke very little or who had difficulty when speaking. How did this affect his/her relationship with other children?
3. Describe a situation in which one or more children playing together used their imagination and changed their speech to go along with the pretend activity.
4. Describe a situation in which a child communicated not with words, but with a facial expression or gesture. What was his/her apparent thought or feeling at the time? Was he/she understood by those around?

Name \_\_\_\_\_

### CONCEPT FORMATION

Children will vary in their understanding of concepts such as number and time. This is due not only to innate intelligence, but also to parental encouragement, opportunities to explore the environment, the educational value of toys, whether or not a child is read to, having an older sibling, and the amount of exposure to educational television programs.

Describe situations in which children demonstrate an understanding of the following concepts: color, shape, number, time, space, weight/volume/length, and classification. For each one, note both the context and the degree of concept formation.

a) For context, state the situation – were they playing a game, being creative in art or dramatic play, carrying on a conversation, responding to a direct question, being read to, etc.

b) For degree of concept formation, state how much understanding they appear to have – no understanding, some understanding or much understanding about the concept. Explain your answer briefly.

CONCEPT	CONTEXT (situation)	CONCEPT FORMATION (how much understanding)
1. Color  (such as red/blue, light/dark)		
2. Shape  (such as circle/ triangle/square)		