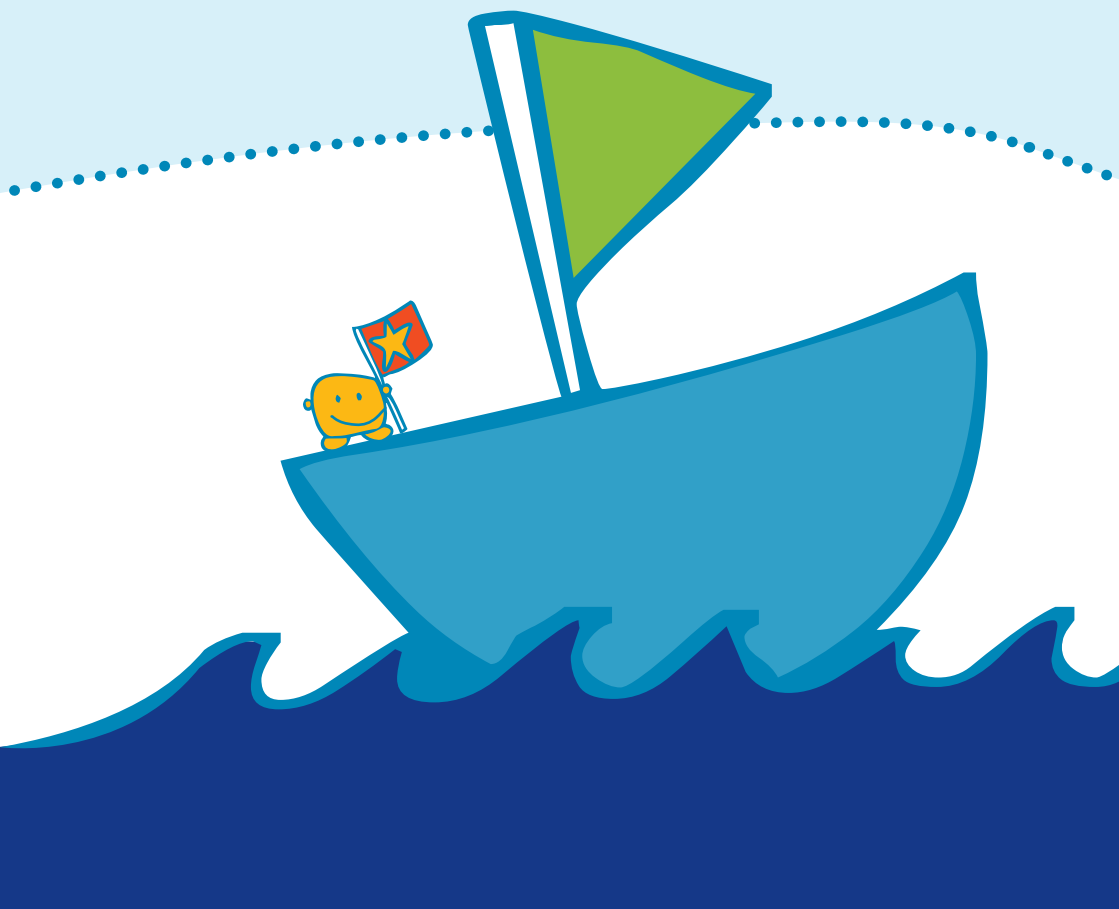


Spracherwerb - ein Kinderspiel

**Language acquisition -
a children's game**



„A word which a child doesn´t know
is a thought he can´t think it.“

(Wolfgang Maier, 1999)



Dear parents,

In our project **„Discovering the World of Children“** we developed together with you ideas to support your children even better in the process of language acquisition.

The ability to learn a language your child was endowed with it from birth. He discovered his surroundings and wins the world with all his senses. From an early age he scouts out its environs by feeling, smelling, tasting, looking and hearing. Even before birth your child perceives voices, noises and music. From birth he reacts to the voice of his mother and observes the mouth motions of his parents intently.

The most important basis for healthy growing and language acquisition of your child is loving care in his social sphere. You can support the language acquisition of your child very easy if you speak, sing and play with him from the beginning.

In the following you may find play ideas and information about language support. We wish you great pleasure in playful discovering language together with your child.

This booklet contains also some German verses which can not be translated. Consider the German texts as a suggestion for you. If you have verses from your native country, please send them to us in your mother tongue. Many thanks for your support.

Team of the project and Landesverband der Volkshochschulen Sachsen-Anhalt e.V.

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Stages of language development

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From birth till 6th month of life

Language development

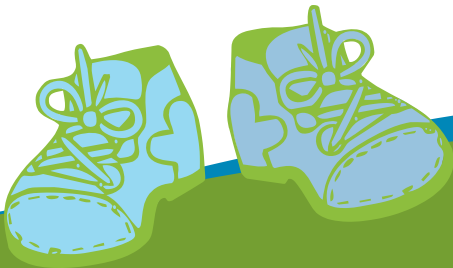
- The child reacts to noises, he moves his eyes or his head in direction of the sound source
- He babbles and causes noises

Advice for parents

- Speak calmly and friendly to your baby
- Play, sing and laugh with him
- Tell him in easy words what you are just doing
- Name the people and things around you and the noises hearing them

Consult a doctor if:

- he falls in silent - especially after the sixth month
- he don't react to noises
- he don't have eye contact with you



Kribbelvers für den Tag

**Ich und du,
du und ich,
Nasenkuss für dich und mich.**

(Jeweils mit dem Finger auf sich und das Kind zeigen und am Ende die Nasen aneinander reiben.)

**Du bist einer,
ich bin einer,
ohne uns da wär hier keiner.**

(Jeweils mit dem Finger auf sich und das Kind zeigen und sich am Ende suchend umschauchen.)

**Du bist dort,
ich bin hier,
und zusammen, das sind wir.**

(Jeweils mit dem Finger auf sich und das Kind zeigen und sich am Ende umarmen.)

Quellenangabe Seite 32 / 1



Kribbelvers zum Kuscheeln

**Vor mir auf dem Brett
liegt eine Scheibe Brot - wie nett!**

(Mit beiden Händen über den Körper des Kindes streicheln.)

Noch etwas Butter drauf ... Hmmm!

(Mit einer Hand über den Körper streicheln, als wolle man Butter auf eine Scheibe Brot streichen.)

Noch etwas Salz... Hmmm!

(Mit den Fingerspitzen auf den Körper klopfen, als ob Salzkristalle auf das Brot rieseln.)

Und jetzt beiß ich ab! Hamm!

(Vorsichtig und liebevoll in den kleinen Bauch oder Zehe „beißen“.)

Quellenangabe Seite 32 / 1



Kribbelvers beim Wickeln

**Nackedei, Nackedei,
Beine Strampeln 1,2,3,**

(Die Beine des Kindes bewegen.)

Arme auf und zu im Nu,

(Die Hände des Kindes fassen, seine Ärmchen seitlich öffnen, dann über der Brust kreuzen und wieder öffnen.)

Hoch und runter immerzu,

(Die Arme des Kindes nach oben und dann nach unten führen.)

Zehen an das Näschen klein,

(Die Füße des Kindes fassen nach oben und dann nach unten führen.)

**Hoch und runter immerzu,
Rolle, rolle das ist fein.**

(Die eigenen Unterarme rechts und links neben das Kind legen und es langsam über den Rücken hin und her rollen.)

Quellenangabe Seite 32 / 1



From 12th month (after the 1st year of life)

Language development

- The child understands simple orders
- He says “mummy” and “daddy”
- He reacts to his name

Advices for parents

- „Play” with your voice - speech melody helps to understand language better
- Give your child pleasure in communication
- Support every kind of communication (laughing, looking ...and so on)
- Show him the various kinds of communication (also without speaking)

You support the speech development of your child by alternating listening - speaking - listening!

Consult a paediatrician if:

- your child doesn't speak his first words
- your child tries to communicate only by gestures and facial expressions

The following games and verses give pleasure also to older children and support them in language acquisition.

Hoppe hoppe Reiter

(geeignet, sobald das Kind alleine sitzen kann)

(Kind auf die Knie setzen, an den Händen festhalten und beim Aufsagen des Verses auf und ab wippen)

**Hoppe hoppe Reiter,
wenn er fällt, dann schreit er.**

**Fällt er in den Graben,
dann fressen ihn die Raben.**

**Fällt er in die Hecken,
dann fressen ihn die Schnecken.**

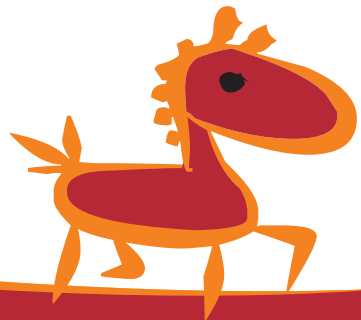
**Fällt er in das grüne Gras,
dann macht er sich die Hosen nass.**

**Fällt er in das Wasser,
dann macht er sich noch nasser.**

**fällt er in den Sumpf,
dann macht der Reiter PLUMPS**

(Beim letzten Satz den „kleinen Reiter“ zwischen die Beine oder nach hinten plumpsen lassen.)

Quellenangabe Seite 32 / 2



Hast ´nen Taler

Hier hast ´nen Taler,

nun wird einmal leicht auf die flache Hand des Kindes geklatscht

geh auf den Markt,

wieder leicht auf die Hand klatschen

kauf dir eine Kuh

wieder leicht auf die Hand klatschen

und ein Kälbchen dazu

wieder leicht auf die Hand klatschen

Kälbchen hat ein Schwänzchen,

wieder leicht auf die Hand klatschen

macht kille, kille, dänzchen ...

mit den Fingern die flache Hand des Kindes kitzeln

Quellenangabe Seite 32 / 3



Ist ein Mann in den Brunnen gefallen

Ist ein Mann in den Brunnen gefallen.
Hab ihn hören **plumpsen**,
hätt' ich ihn nicht rausgeholt,
so wär' er glatt ertrunken.

Bei **plumpsen** das Kind zwischen die Beine rutschen lassen.
Bei **hätt** ich ihn nicht rausgeholt, das Kind langsam wieder hoch holen.

Quellenangabe Seite 32 / 2

From 18th month (after 1 1/2 year of life)

Language development

- The child understands simple sentences and orders
- He names well-known things
- His vocabulary increases

Advice for parents

- Talk with your child in easy words (not baby talk)
- Look together with your child at books which are suited to him
- If watching television then only together with your child in order to talk about

Consult a paediatrician if:

- language gets worse or doesn't progress no longer
- the child leaves off speaking

The following games and verses give pleasure also to older children and support them in language acquisition.

Big clocks

Big clocks go tick-tock, tick-tock,

(tick---tock, move the body of the child slowly to and fro)

Little clocks go tick-tock, tick-tock,

(tick-tock, tick-tock, move the body of the child faster to and fro)

Little pocket watches go ticktock, ticktock

(ticketocke, ticketocke, move the body of the child very fast to and fro)

Cuckoo clocks call cuckoo-cuckoo

(cuckoo, move the body of the child very slowly to and fro)

And the church clocks sound ding-dong, ding dong,

(ding---dong, ding---dong, move the body of the child with deep voice and very slowly to and fro)

And the alarm clock makesrrrrrrrrrrr....

(tickle the child)

Quellenangabe Seite 32 / 3



Little ladybird



The little ladybird is decorated
with seven little spots
on the belly
on its cheeks
on its little hands
on its little feet
on its arms
at its ears
and one is sitting close
on the tip of your nose

(the belly, the cheeks, the hands and so on are nudged and
caressed and in the end the little nose is nudged)

Quellenangabe Seite 32 / 3



Fünf Kirschen hängen auf dem Baum

Da ist die Kirsche kugelrund,
(den Daumen wackeln)

da ist die Kirsche kerngesund,
(den Zeigefinger wackeln)

da ist die Kirsche zuckersüß,
(den Mittelfinger wackeln)

da ist die Kirsche gar so gut
(den Ringfinger wackeln)

und die Kleinste ist die Beste.
(den kleinen Finger wackeln)

**Da kommt der Spatz aus seinem Neste,
rupft und zupft, reißt und beißt,
bis er sie alle hat verspeist.**
(Die andere Hand fliegt als Spatz herbei und verspeist die
Kirschen, bis alle Finger in der Faust verschwunden sind.)

Quellenangabe Seite 32 / 3



From 24th month (after 2nd year of life)

Language development

- The child understands longer sentences
- The child calls his name
- He forms sentences with 2-3 words

Advice for parents

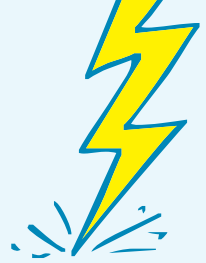
- Expand his vocabulary by offering him new expressions
- Repeat correctly what he says without asking to repeat it (such as: The child says: car here! The adult: Yes there goes a bus.)
- Don't practise with your child!

Consult a paediatrician if:

- the vocabulary of the child comprises only few words except for “mammy” and “daddy”
- the child speaks mostly unintelligibly
- the child doesn't form two-word sentences: “mammy here”
- you have a feeling that the child doesn't understand you.

The following games and verses give pleasure also to older children and support them in language acquisition.

Fingergame - Thunderstorm



It is dripping

(knocking with two fingers of every hand at the table)

It is raining

(knocking with four fingers of every hand at the table)

It is pouring down

(knocking at the table more loudly)

It is hailing

(increase knocking by using knuckles)

There is a flash of lightening

(hiss and paint a flash in the air with hand)

It is thundering

(Drumming with fists or clapping)

All are running home

(hands behind the back)

And tomorrow the warm sun will rise again

(describing a big circle with both hands)

Quellenangabe Seite 32 / 3



Kleiner Zwerg



Es war einmal ein kleiner Zwerg

(Hände als ‚Mütze‘ auf den Kopf)

mit riesengroßen Ohren.

(Hände beschreiben einen großen Kreis an den Ohren)

Er wohnt in einem Zuckerberg

(Ellenbogen auf den Tisch, Unterarme senkrecht, Hände zusammen und so ein Dreieck bilden)

mit kleinen goldenen Toren.

(Finger stellen Tore dar)

Da kam der Riese Nimmersatt

(Hände hoch über den Kopf)

und wollt‘ den Berg probieren.

(Hände zum Mund führen)

Der Zwerg haut ihm die Schnute platt,

(Hand auf den Mund legen)

nun kann nichts mehr passieren.

(Kopf schütteln, Handfläche nach oben)

Quellenangabe Seite 32 / 3



Der kleine Koch

Der Koch hat gesungen,

(Mund weit auf und zu wie beim singen, schwingende Handbewegungen)

der Koch kommt gesprungen.

(Kind hüft in die Höhe oder in die Weite)

Er bläst schnell das Feuer an,

(dicke Backen machen und kräftig pusten)

und stellt die große Pfanne dran,

(mit beiden Händen so tun als ob)

er schleppt den schweren Kartoffelsack

(beide Hände zur rechten Schulter, Rücken beugen und ein kleines Stück gehen)

schüttet ihn in die Pfanne rein,

(den Sack abstellen und den schweren Sack heben, um ihn in die Pfanne zu schütten)

tut Salz und Pfeffer auch dazu,

(mit den Fingerspitzen Gewürze streuen)

rührt alles fleißig um,

(mit beiden Händen den „Kochlöffel“ halten und mit den Armen kreisende Bewegungen machen)

**er sagt: „nun ist es angericht!“
und stellt das Essen auf den Tisch.**

(bücken, mit beiden Händen die „Pfanne“ heben und abstellen)

Quellenangabe Seite 32 / 4

From 36th month (after 3rd year of life)

Language development

- The child understands easy stories
- He forms sentences
- He puts questions

Advice for parents

- Listen to your child attentively, help him to arrange his thoughts and feelings and to express them
- Encourage him to give up dummy and pacifier

Ask for consultation if:

- he speaks unintelligibly to somebody else
- he uses only few verbs, no article or adjectives (for instance fat, big, little)
- he still doesn't begin to form plurals
- he still doesn't form simple sentences

The following games and verses give pleasure also to older children and support them in language acquisition.



Making fruit salad with your child

- **First we look together at the individual fruits:**
 - which colour they have, which form....?
- **We smell the fruits and sniff at them**
- **We feel how is the skin**
- **Sampling the the fruits seperatly**
 - describing how they taste
- **We cut up the fruits**
 - let the child help with it (with a children´s knife!)
 - let the child stir the fruit salad
 - eating the ready salad jointly
- **Let the child tell about making the salad and about the ingredients**
 - encourage the child by questions to talk about i.g.:
which fruits we took first and sliced them, how tasted a banana (sweet, sour, juicy...)? Which fruit was green? In which order the fruits were putted into the salad?
And so on.

Quellenangabe Seite 32 / 4

Embrace the air

It supports the sense of space.

It is suited if the child should wear out itself energy.

Give the following orders and go along with it.

Hit the air!

Box the air!

Kick the air!

Catch the air!

Throw the air!

Pat the air!

Brush the air!

Push the air!

Embrace the air!

Quellenangabe Seite 32 / 5



knock, knock

Supports the hearing ability of the child. It can be played with parents, friends, sisters and brothers

- The players hold their hands over their eyes.
- Knock with a little pin/pencil several times at an object.
- Ask the players whether they know the object.
- The one who knows the right answer first, is allowed to knock at an object of his choice
- It is possible to knock with the pin/pencil on the floor, against the door, the table, the window, on a little drum and something like this.

Quellenangabe Seite 32 / 5



From 48th month (after 4th year of life)

Language development

- The child forms sentences like adults

Advice for parents

- Read aloud stories to the child
- Take turns in talking with the child

Ask for consultation if:

- the child has difficulties forming sentences
- he forms grammatically false sentences
- he doesn't speak clearly some times
- he can't describe simple contents

The following games and verses give pleasure also to older children and support them in language acquisition.

Hunting for colours

It can be played with parents, friends, sisters and brothers. It supports the visual imagination of the child.

Tell the children that they should touch right an object in the room.
e.g. soft, hard, rough, smooth, round or square objects

You can play it also with colours. In that case the players touch coloured objects e.g. red, green, yellow...objects.

The players should arrive their aim by hopping, crawling, running, creeping, going backwards and so on.

Start the play by a starting signal, for instance: „Get to smooth objects by hopping! On your marks! Ready! Go!”

If you call “stop!” the round is over and the players list the objects they have touched.

Quellenangabe Seite 32 / 5

Over, under, beside ...

It supports the sense of space of your child.

Put a chair in the middle of the room.
Give the following order to your child:

- Put yourself behind the chair
- Sit down on the chair
- Climb across the chair
- Put yourself in front of the chair
- Lie down under the chair
- Hop around the chair

After that the child will give order to you. Look for further orders together with the child.

Quellenangabe Seite 32 / 5



Move smiling ...

Feelings are connected with movement. In this way playing supports the perception of the own body and the knowledge about feelings.

Consider movements which can be imitated by the player.
For instance: running, crawling, walking on tiptoe, hopping....

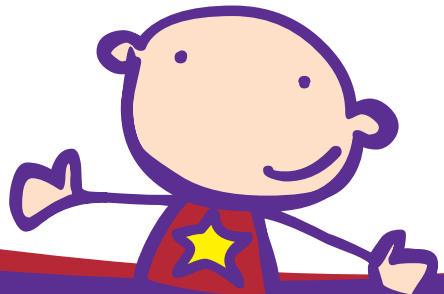
The players should combine certain feelings with specific/
certain feelings.

For example:

- walk smiling
- crawl and let your head droop sadly
- walk on tiptoe and sulk while doing so
- march and look annoyed while doing so
- creep and look frightened
- jump and laugh while doing so

After that talk with the child how he was feeling with the different postures. Did they have influence on his own mood?

Quellenangabe Seite 32 / 5



Golden rules of language acquisition

„The best language promotion is a good relationship to the child.“

Here some tips which can help you to support the language development of your child

Take your child seriously

- look at him if you speak with him
- listen to him attentively
- let him finish speaking
- don't correct him while speaking
- play with him instead of practising
- don't let him repeat your words
- repeat what he has said in simple, not complicated sentences, you show the child with it that you have understood him and present him while doing it a correct example of speaking

Have fun and pleasure with your child by

- singing and dancing with him
- looking at picture books
- telling him stories

Devote a certain time daily only to your child while not doing other things parallel to it.

Maybe 15, 20, 30 minutes or an hour it is depending on you how to arrange.

Language development and multilingualism

Learning a language is an innate ability. All children of the world have the same strategy for learning a language.

- They imitate their parents, that means they repeat words or use expressions like their parents.
- At first they use words generally, for instance “dog” instead of “cat” before they are aware of the differences.
- They form new words such as “repairing” instead of workshop; with it they show their grammatical abilities.
- Often they repeat words or sentences because they like the sound of the word or the reaction of the people around them.
- They ask a lot and unremmitingly and show with it their curiosity and their ability to learn.
- They demand attention, love and care, with it they show their need for communication.

And therefore it is not amazing that the beginning of language acquisition is very similar in all languages of the world. Only if the a child become aware of the language of his environment more and more he learns the rules and the use of his native tongue.



Children with two or more languages

Multilingualism mustn't be an evil but it can be a benefit. Children are in a position to learn more than one language in a multilingual environment in a natural way.

The person related to the child should pay attention that the child learns the language in natural situations.

To avoid children learning the language only brokenly or imperfectly it is important that he hears the language from somebody who has good command of the language.

Parents should speak with their children in that language they know best and with what they have a strong emotional connection. This is in most cases the mother tongue.

Acquisition of the German language is extraordinarily important for their success at school and their career.

Give your child many opportunities to hear and speak this language. You create possible incentives to language improvement by kindergarten attendance, playing at public playgrounds, taking part in sport, music and drawing groups, a German circle of friends and other things.

Language promotion and speech therapy

During the process of language acquisition some „stumbling blocks” can occur. So difficult social and economic situations can burden the family. If the parents are taken on too much by this burden they often don't find the strength and time to talk with their children or pay attention to them. Delays in language acquisition may be the result.

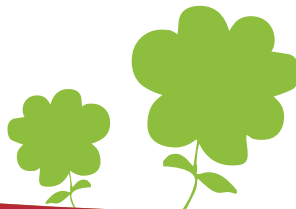
Therefore it is very important to recognize the problem and to take advantage of possible offers of assistance. In connection with that the kindergarten has an important function.

The educators have a lot of experience and recognize first the necessity of support.

In contrast to them; the parents often don't have the possibility to compare the age-related development of their children directly with other children.

During language acquisition may happen delays or speech disorders.

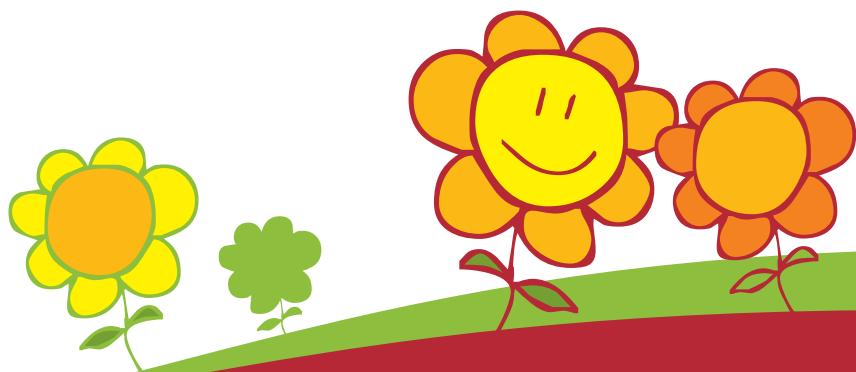
To guarantee whether it concerns a delay or a speech disorder a logopaedical diagnosis often is indispensable.



Children with a speech delay may be helped by additional language support and language incentives. This will be carried out by the kindergarten and should be supported by you at home. Certainly your day care centre (kindergarten) will make available to you some suggestions and various material.

Children with speech delays need an individual speech therapy. As a rule this therapy is carried out as an individual therapy sometimes also as group-therapy together with other children.

For more information about language development ask your kindergarten, the paediatrician or your speech therapist.



Quellenverzeichnis

- 1 Weitere Reime für Kinder von 0 - 3 Jahre finden Sie im Buch:
„Kribbelverse für Krabbelkinder“
von Tina Weiler - Verlag an der Ruhr
- 2 www.kinderspiele-tipps.de/html/kniereiterspiele.html
- 3 www.kinderspiele-tipps.de/html/fingerspiele.html
- 4 Quelle ist uns nicht bekannt
- 5 Weitere Ideen für Kinder von 3 - 6 Jahre finden Sie im Buch:
„255 Fünf-Minuten-Spiel für die Kita“
von Jackie Silberg - Verlag an der Ruhr

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