Wordplay and Language Learning for Children

Geller, Linda Gibson

Note: This is not the actual book cover

[Wordplay And Language Learning For Children](#)

Ian Pickup

Wordplay And Language Learning For Children:

Wordplay and Language Learning for Children Linda Gibson Geller,1985-01-01 The connections among language learning language education and children s wordplay are explored in this book Each chapter examines some aspect of the interrelations between wordplay activities and the goals of language education The book is divided into three sections with the first section exploring wordplay and language learning in the nursery years It not only describes preschoolers play with sound and the relation of such play to the task of mastering speech sounds but it also describes how three year olds repeat and create language with a lilt The second section describes wordplay and language learning during the ages of five to seven and includes jokes riddles and the poetic resources of language The third section dealing with the middle elementary years discusses the three types of teaching learning experiences for exploring wordplay appreciation through the exploration of verbal play literature creation through the presentation of opportunities to play with particular forms and articulation through the raising of questions regarding patterns of play Types of play described in this section include introducing confusion in communication by using words and phrases sounding the same as or similar to other words using metaphors creating riddles constructing humorous verse such as puns and limmericks and engaging in parody play The concluding section discusses times for play EL *Word Play* Sheila Wolfendale dec'd,Trevor Bryans,2013-02-01 Strong basic language skills are the foundation on which successful future learning is built Written by veteran SEN authors Sheila Wolfendale and Trevor Bryans Word Play provides practitioners and parents with a range of fun activities word games story and drama exercises that can be used to introduce early language skills in an enjoyable way Word Play is straightforward and practical written by well respected experts in education for staff in early years settings for teachers to work with parents for children aged from approximately four to seven years for parents wishing to help their children to learn for all workers in Early Years environments as well as parents of young children **Word Play** Peter Farb,2015-08-19 Why do certain words make us blush or wince Why do men and women really speak different languages Why do nursery rhymes in vastly different societies possess similar rhyme and rhythm patterns What do slang riddles and puns secretly have in common This erudite yet irresistibly readable book examines the game of language its players strategies and hidden rules Drawing on the most fascinating linguistic studies and touching on everything from the Marx Brothers to linguistic sexism from the phenomenon of glossolalia to Apache names for automobile parts Word Play shows what really happens when people talk no matter what language they happen to be using Journal of Nursery Education ,1986 Vocabulary Instruction Edward J. Kameenui,James F. Baumann,2012-03-29 This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction The book showcases practical ways to teach specific vocabulary words and word learning strategies and create engaging word rich classrooms Instructional activities and games for diverse learners are brought to life with detailed examples Drawing on the most

rigorous research available the editors and contributors distill what PreK 8 teachers need to know and do to support all students ongoing vocabulary growth and enjoyment of reading New to This Edition Reflects the latest research and instructional practices New section five chapters on pressing current issues in the field assessment authentic reading experiences English language learners uses of multimedia tools and the vocabularies of narrative and informational texts Contributor panel expanded with additional leading researchers **Poems Please! 2nd Edition** Bill Moore,David Booth,2003 This innovative resource includes tools for classroom management that range from assessment techniques to tips for choosing and displaying poems **The Cornerstones to Early Literacy** Katherine Luongo-Orlando,2000 This passionate book offers engaging ways to maximize the impact of the active play oral and word play print encounters reading events and writing experiences of the early years **Young Children** ,1998 **Word Play** Sheila Wolfendale,Trevor Bryans,2001 **Language Problems & Language Planning** ,1988 **Journal of Youth Services in Libraries** ,1998 **Vertical File Service Catalog** ,1985 A Guide to Developing Communication Across the Curriculum Beatrice A. Furner,1989 **Word Play** Sandra Whitaker,2008 I could have done a much better job of empowering my students with language had I had this book as a young teacher Carol Ann Tomlinson Author of The Differentiated Classroom Vocabulary is key to comprehension to deep academic understanding to communication But with so many words and so little instructional time how can teachers ensure that students do more than merely memorize word lists That they make words their own and use them well in all their reading writing and speaking activities In Word Play Sandra Whitaker a National Board Certified Teacher leads the way to effective meaningful vocabulary instruction that helps students in every subject area With Word Play you ll teach so that students don t just what know what words mean but how they convey meaning and what their appropriate uses are Three aspects of learning must work together for successful vocabulary instruction and Whitaker details what they are and how to teach them Morphemic structure where words come from how they are formed and how they can be changed to form new words Conceptual meaning makers the small but important group of context specific terms that support meaning making within assigned texts but are rarely used outside those texts Academic vocabulary cross discipline and discipline specific words that support learning by helping students determine meanings in relation to the subjects they study and use precise language to communicate their thinking Whitaker makes the theoretical practical presenting the theory and research behind high quality instruction then following up with engaging interesting ways for students to practice all three aspects of vocabulary You ll replace monotonous memorization with enjoyable activities that capitalize on adolescents natural interest in words and language Illustrating her strategies with student samples and stories from real classrooms Whitaker even presents ideas for differentiation that make vocabulary instruction accessible for all students Give the gift of language Put away the boring word lists and teach in ways that promote usage not memorization You ll encourage a deeper understanding of texts across the curriculum and provide avenues for students to express their thinking more

precisely Put joy into words with Word Play   Linguistics and Language Behavior Abstracts ,1999   *Through the Eyes of a Child* Donna E. Norton,1987   **Resources in Education** ,1986   **Language Arts** ,1986   **Developing Verbal Talent** Joyce VanTassel-Baska,Dana T. Johnson,Linda Neal Boyce,1996 This extraordinary new work focuses on developing a language arts curriculum for high ability learners in grades K 8 It brings together some of the most experienced and renowned educational experts who are deeply involved in finding ways to restore excellence in our nation s classrooms The book is in part the outgrowth of the curriculum development project in the language arts funded through the Jacob Javits Act A central theme of the book is the process of talent development It discusses how to recognize gifted children and how to provide opportunities for them to enhance their talents The book describes a curriculum framework for language arts development that emphasizes analytical and interpretive reading skills persuasive writing debate and oral communication evaluative listening reasoning and linguistic competency The curriculum approach is interdisciplinary and it encourages students to use higher level thinking skills to analyze what they read write and say Although the book focuses on high ability learners it also describes how techniques found effective with gifted learners can be used for all students   *Guiding Language Learning* Mildred Agnes Dawson,1963

Embark on a transformative journey with is captivating work, Grab Your Copy of **Wordplay And Language Learning For Children** . This enlightening ebook, available for download in a convenient PDF format , invites you to explore a world of boundless knowledge. Unleash your intellectual curiosity and discover the power of words as you dive into this riveting creation. Download now and elevate your reading experience to new heights .

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