

LANGUAGE INTERVENTION TOOL KIT

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Description of Project

The Language Intervention Tool Kit Project is a collaborative plan between and among, Kansas State University, Juniper Gardens Children's Project, Kansas Department of Social and Rehabilitation Services, Region VII Federal Office, Community Development Institute QIC, and University of Kansas QIC-D. The tool kit was developed to support the implementation of Outcomes for Kansas Early Head Start. The tool kit is comprised of a problem-solving protocol to guide staff in discerning possible factors affecting the infant's or toddler's development. The protocol is integrated with the family needs assessment and lesson planning process used by Early Head Start. The tool kit includes a section to help family educators identify specific language needs for children who fall below typical development according to the Early Communication Indicator (ECI). Parent handouts and suggestions for parents and other caregivers include specific activities to support infant and toddler language development and serve as a supplement to the Parents as Teachers Curriculum.

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Parent Handouts: Language Intervention Activities

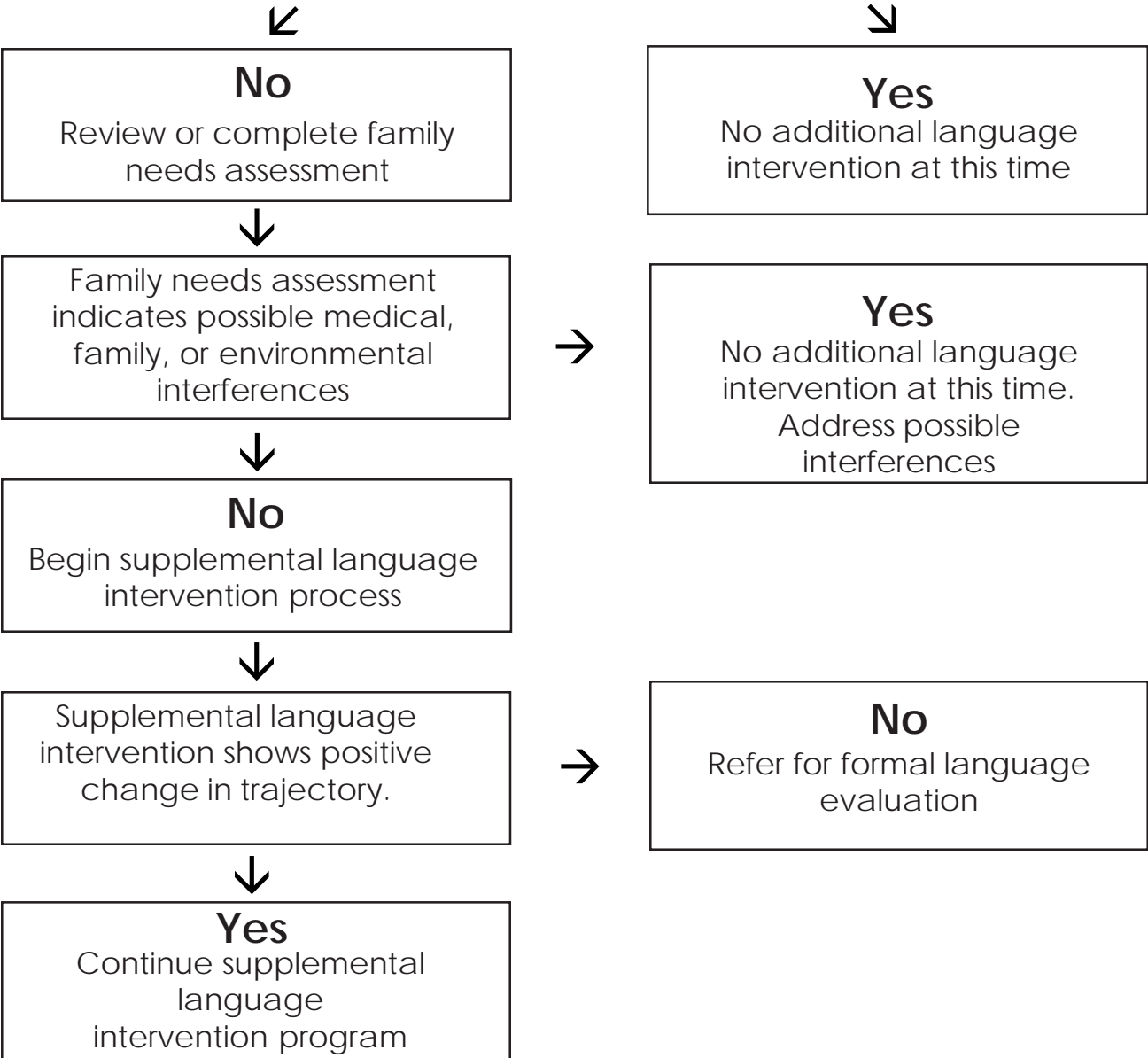
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Problem-Solving Protocol

Decision-Making Tree

ECI Trajectory
Indicates Typical Development



Family Needs Assessment Child Data

The following areas should be probed:

1. What is the child's current hearing status?
 - most recent hearing check
 - frequency and duration of ear infections
 - responses to noises, voices

2. What is the child's current vision status?
 - changes since the most recent vision screening (clinic or Parents as Teachers screening)

3. How is the child's social/emotional development progressing?
 - any red flags noted (refer to Parents as Teachers screener)
 - reaction to toilet teaching
 - reaction to removal of bottle, breast feeding, security blanket, etc.

4. What is the child's general health status?
 - gaining weight (not too much)
 - eating and sleeping concerns
 - alertness and responsiveness
 - reaction to immunizations
 - recent childhood illness or accident

Family Needs Assessment

Family Data

The following areas should be probed:

1. Have there been any recent changes in family system?
 - new baby or additional children
 - divorce, illness, or deaths
 - new spouse/partner
 - additional family members (other relatives)
 - caregiver started a new job with change in caregiver

2. Have there been any recent changes in environment(s)?
 - move to different location
 - change in preschool or daycare
 - child has moved into a different bed (e.g., crib to bed)

3. Are there any cultural differences or changes in the child's environment?
 - two languages spoken in the home
 - two dialects spoken in the home
 - home language/dialect different from preschool or daycare
 - move to a different cultural location

4. What resources and materials are available to the family?
 - adequate resources to meet daily needs (food, clothing, etc.)
 - adequate materials (books, writing supplies, toys, etc.)
 - opportunities for world experiences (zoo, library, etc.)

Language Intervention Guide

Determining Language Level

If the Decision-Making Tree indicates language intervention is needed, use the following language levels to determine a starting point for remediation. The language level should be based on the child's use of gestures, vocalizations, and words.

Preverbal - Preintentional

- ◆ uses no or few intentional vocalizations or gestures (less than 5)
- ◆ exhibits reflexive behaviors (crying, grunting, grasping, flailing)
- ◆ may vocalize using some gooing and cooing

Preverbal - Intentional

- ◆ uses many purposeful gestures (10 or more)
 - pointing, reaching, showing, giving, nodding
- ◆ may also use many purposeful vocalizations (10 or more)
 - babbling (muh-muh, bah-bah, goo-bah, etc.)
 - animal sounds
 - laughing or giggling in response to an action
- ◆ may use various intonation patterns that sound like the following:
 - questions
 - comments
 - protests or fusses (indicating dislike)

(Determining Language Level - continued)

First Words

- ◆ uses many gestures to accompany vocalizations (more than 10)
- ◆ uses many vocalizations (more than 10)
- ◆ has no word combinations
- ◆ uses a variety of intonation patterns

Early Verbal

- ◆ continues to use many gestures (more than 10)
- ◆ continues to use unintelligible vocalizations
- ◆ has more than 15 recognizable single words
- ◆ has some two word combinations

For example:

- my ball or me ball
- no me

Expanding Verbal

- ◆ may continue to use many gestures (more than 10)
- ◆ uses few, if any, unintelligible vocalizations (less than 5)
- ◆ has many single words (at least 20)
- ◆ has two-word combinations (at least 10)
- ◆ is beginning to use some 3-word utterances (less than 5)

Using the Language Intervention Activities

Language and literacy skills are acquired in natural communicative settings. Language and literacy acquisition begins at birth and is nurtured and enhanced through positive adult-child activities and interactions. The language intervention activities found in this guide are designed to assist caregivers in promoting children's development of language and literacy abilities. Each developmental level begins with **General Strategies**. These general strategies have similar underlying principles that cross all age ranges and should provide a frame for the family educator. Observe how the caregiver begins to use these general strategies within specific language activities.

General Language Intervention Strategies

1. Establishing joint attentional focus

Before a child can associate words with people, objects, actions, and events, he/she must attend to what the adult's words are referring. The adult promotes attention through actions and words:

- move self or object in child's view
- hold object by your own eyes, then move object toward the child when he or she looks at it.
- use words such as, "Look", "Look here", or "See ____."

2. Balancing interactions

In order for a child to become an active communicator, he or she must have models and opportunities to communicate. This means the adult must give the child communicative turns. Child turns may be verbal or nonverbal, depending on the child's developmental level.

For example:

- A random wave of the arm for a newborn can be interpreted as a turn. "Oh, you're waving at me."
"Hi, to you, too."

3. Matching utterances

When talking to infants and toddlers, the number of words the adult uses should be fewer than when talking to older children and adults. One to four words are typically appropriate for the prelinguistic and emerging language user. Adult utterances should also refer to people, objects, and actions in the immediate environment. Infants and toddlers learn through their senses - taste, touch, smell, sight, and sound. Talking about sights, sounds and smells, helps young children attach these experiences with words.

(General Language Intervention Strategies - continued)

4. Being responsive (following the child's lead)

Responsiveness means observing the child, watching what the child does, and responding to the child's vocalizations and/or actions in a meaningful way. Being responsive also means using fewer commands and directives. By responding to the child's communicative attempts the child soon learns that communication is a powerful tool for getting wants and needs met and for controlling actions and events in his/her environment.

5. Using positive words

Praise and positive comments about a child's behavior and communication is critical to a child's language development. Both praise and positive words should be specific to what the child does.

For example:

- What a happy face!
- You are working hard.

Introducing and Monitoring Use of Strategies and Activities

1. Read through the activity with the caregiver

- discuss rationale of the activity
- answer any questions

2. Model the activity

- show the caregiver how to interact with the child during an activity

3. Coach and practice

- have the caregiver try the activity
- assist the caregiver as needed

4. Praise

- give the caregiver positive comments following the activity
- be sincere and comment only on those parts of the activity the caregiver did well.

5. Discuss Self-Evaluation sheet

- briefly discuss how to complete the self-evaluation form.
- leave the self-evaluation sheet with the caregiver to complete

6. Review sheet and activity on next visit

- have the caregiver demonstrate the activity on the next visit
- review the self-monitoring sheet to determine the frequency with which the caregiver tried the activity
- ask for feedback (did they like the activity; why or why not?)
- decide whether to continue the activity

**Parent Handouts:
Language Intervention Activities**

Preverbal-Preintentional

General Language Strategies

Learning to Talk

Children learn to talk by hearing others talk to them. You can help your child learn to talk.

Things to do and say

- ◆ focus on the same thing
 - watch your child; talk about what he or she looks at
 - move objects into your child's view to talk about them
- ◆ follow your child's lead
 - imitate your child's movements
 - imitate your child's sounds
- ◆ have pretend conversations
- ◆ talk about your child's sounds and movements

- ◆ set up a regular daily schedule
 - for eating
 - for bathing
 - for reading
 - for napping
 - for playing
- ◆ use similar words each time you play with, feed, bathe, and read with your child
- ◆ make positive comments
 - You're such a good baby
 - What a happy boy/girl!



Preverbal-Preintentional

Language Activity #1

Talk During Feeding

Babies spend much of their time eating and sleeping. Feeding time is a great time to talk to your baby

Positioning

- ◆ hold your baby in a usual feeding position
- ◆ hold your baby so he/she faces you
- ◆ make eye contact with your baby

What to say

- ◆ have a conversation
 - Example:
Are you hungry?
Yes, you're a hungry baby.
- ◆ talk about your baby's eating and movement
 - Example
Look at you eat.
You are really eating fast.



Preverbal-Preintentional

Language Activity #2

Talk While Diapering

Many things happen during diapering. Talk during diapering helps your baby connect words to the things that are going on.

Talk about what you are doing

- ◆ Example
 - I'm going to change your diaper.
 - I'm taking off your dirty diaper.
 - I'm cleaning you up.
 - I'm getting a clean diaper.
 - I'm putting on the clean diaper.
 - Now I'm done.

Talk about what your baby is doing

- ◆ Example
 - Oh, you don't like that dirty diaper.
 - You're such a wiggle worm.
 - I see you looking at me.
 - I hear you talking to me.
 - You like that clean diaper, don't you?



Preverbal-Preintentional

Language Activity #3

Talk While Bathing

Bathtime is another good time to talk to your baby. Soothing talk and touching your baby is calming and pleasant.

Before bathing

- ◆ make sure the water is warm
(not hot or cold).
- ◆ have everything ready before putting your baby in the tub
(soap, washcloth, towels, clean diaper and clothes, etc.)

Talk or sing as you bathe your baby

- ◆ Example
 - It's bathtime. I'm putting you in the water..
 - Oh, that feels nice, doesn't it? Yes, it's nice.
 - I'm washing your hands.
 - I'm washing your toes.
(Sing: "This is the way we wash our . . .toes, hands, etc.)
 - What wiggley toes
 - I'm rubbing your tummy.
 - What do I wash now?
(watch child's movements)
 - Oh, wash your fingers.
 - All done. What a nice clean baby!



Preverbal-Intentional

General Language Strategies

Helping Vocalizations Become Words

Pointing, showing and making sounds lead to words. You can help your child learn words.

What to do and say

- ◆ show interest in what your child is playing with or looking at
- ◆ talk about what your child is doing
- ◆ imitate your child's movements and sounds
- ◆ turn your child's sounds into words
 - "buhbuh --> "Yes, bubbles"

- ◆ read every day with your child
- ◆ let your child begin to explore writing and drawing
- ◆ play word games
- ◆ spend time outside playing, talking, and working



Preverbal-Intentional

Language Activity #4

Communicative Temptations

Setting up activities that require your child to talk or gesture will increase his or her communication

What is communicative temptation

- ◆ any activity in which your child wants or needs something

What to do?

- ◆ show your child something, then put the object out of reach or out of view
- ◆ wait for your child to request the object (vocalize, reach, etc.)

Example:

- begin eating a snack in front of your child
- wait to see if your child indicates he or she wants some
- if your child holds out his or her hand, then give your child small portion
- Comment: "Oh, you want some _____."
- if the child holds out his or her hand for more food, say, "More?" or "Cookie?" and wait for your child to vocalize.
- repeat or restate "More" or "Cookie" following your child's vocalization
- give the child another small bite
- avoid making your child cry or fuss

Other Activities

1. place a toy in a container with a tightly fitting lid; hand it to your child
2. blow bubbles, then put the lid on, wait
3. start a game of peek-a-boo, then stop
4. hand your child blocks, one-at-a-time, to put in a box; then stop and wait.



Preverbal-Intentional

Language Activity #5

Bathtime Language

Bathtime is a good time to learn new words. Body parts, common objects, and simple actions can be learned naturally.

Talk about objects and actions

- ◆ ask questions
 - Where's the soap?
 - What do we need?
- ◆ make simple comments
 - bubbles
 - water
 - splashing
 - all clean

Talk about body parts

- ◆ ask questions
 - Wash feet or tummy now?
 - What should we wash now?
 - Where's your nose?
- ◆ make comments
 - wash your toes
 - clean those ears
- ◆ play simple word games
 - find your nose
 - show me your hair
 - point to your eyes



Preverbal-Intentional

Language Activity #6

Explore Books

Children learn words from books. Read and talk about the same book with your child every day.

Book selection

- ◆ pick sturdy books children can chew and bang.
- ◆ pick books with familiar objects
toys, clothes, pets, food, dishes, etc
- ◆ select books that have simple pictures (one object per page)
- ◆ select books that have interesting textures to touch or feel

What to do and say

- ◆ point to and name the pictures
 - Look, that's a car.
 - The car goes vroom . . .
(move the book like a car)
 - The doggie goes, woof, woof
- ◆ allow your child to explore the book (chew, bang, etc.)
- ◆ allow your child to flip through the pages and touch the pictures
- ◆ comment on your child's actions
 - You really like that kitty.
 - Comb your hair.



Preverbal-Intentional

Language Activity #7

Explore Writing and Drawing

Learning to write begins with actions using writing materials

Writing Materials

- ◆ pick writing utensils that are large and easy to hold
 - large crayons
 - non-toxic markers
 - brushes, fingers, toes
- ◆ Use a variety of paper
 - large and sheets of various colors
 - old newspaper
 - paper bags
 - old cards

What to do

- ◆ trace your child's body on large paper and allow child to fill in with paint, marker, crayon
- ◆ paint at various angles
 - table top
 - easel with brush or finger paints
 - chalk drawings on sidewalk
- ◆ make handprints or footprints with fingerprint



First Words

General Language Strategies

Learning New Words

As children explore their world, inside and out, they need new words to talk about all they see, touch, taste, smell, and hear.

What to do

- ◆ physical activities
 - climbing - playing ball
 - dancing
- ◆ turn-taking games
- ◆ reading
- ◆ writing/drawing
- ◆ problem-solving activities
 - stacking rings
 - building blocks
- ◆ exploring other environments
 - park - library
 - farm - zoo

What to say

- ◆ Ask open-ended questions
 - What do you see?
 - What should we do?
- ◆ Model short sentences
 - Go up.
 - Big jump
- ◆ Offer choices
 - Up or down?
 - One or two?
 - Eat or drink?
- ◆ Give part of a sentence
 - Look at the _____.
 - It's a big _____.
- ◆ Reword or repeat child's words



First Words

Language Activity #8

Talk While Getting Dressed

Toddlers want to control things around them. Help your child make choices about what to wear.

Before dressing

- ◆ get clothes ready for your child
- ◆ select two outfits for your child
 - jeans or shorts; pants or skirt
 - different colors: blue or red
 - different designs: stripes or checks
 - different footwear: shoes or sandals
- ◆ put the outfits side-by-side
(at child's eye level and within reach)

What to say

- ◆ Tell your child what you are going to do.
 - Example: We're going to the store.
- ◆ Offer choices
 - Example: What should we wear?
Your red or your blue outfit?
(show your child the choices)
You Picked the red one.
Pants or shirt first?
Now what?
- ◆ Talk about body parts
 - Example: Put your arm in. Where's that foot?



First Words

Language Activity #9

Talk During Toy Play

Play is a child's work. Children play to learn new things, new words, new roles (Mommy, Daddy, worker, etc.) Talk helps your child learn new things.

Toy selection

- ◆ pick toys that are easy to hold onto
- ◆ pick toys that allow role-playing (dolls & clothes, cooking sets, play foods, blocks, farm set, cars and people)
- ◆ avoid toys that children simply watch

What to say

- ◆ Example 1 (block party)
What should we make?
A house. That sounds good.
Do you need a red or blue block.
- ◆ Example 2 (cooking)
Let's make dinner.
What should we make?
Chicken or hamburgers?
Yum, I like hamburgers.
You're making a big hamburger.



First Words

Language Activity #10

Talk During Reading

Reading is the most important activity for helping your child learn language. Read every day with your child.

Book Selection

- ◆ simple pictures
- ◆ everyday activities
 - eating
 - dressing
 - bathing
- ◆ words name or describe objects
 - foods
 - clothing
 - bath supplies/bath toys
 - caring for baby

What to do and say

- ◆ read or talk about the same book (every day for at least a week)
 - first reading:
 - point to the pictures
 - name the objects and people
 - let your child point to pictures
 - ask: What do you see?
 - second reading:
 - ask: What's happening here?
 - name and describe objects and actions
 - demonstrate actions(pretend to eat)
 - encourage animal or motor sounds
 - each rereading:
 - find out what your child remembers
 - * Who/What is that?
 - * How does the doggie go?
 - * Where's the spoon?



First Words

Language Activity #11

Talk During Writing

Writing begins with scribbling. Write and scribble with your child. Talk about writing and read your child's scribbles.

Writing materials

- ◆ pick large crayons or pencils
- ◆ use different colored papers
- ◆ use paper with and without lines
- ◆ use old cards, envelopes, and letters

What to do and say

- ◆ write with your child; talk as you write

Example:

I'm writing a letter

Now I'm making a heart.

- ◆ talk about your child's writing; point to his or her writing

Example:

You're writing words.

You wrote Cece.

What a great line!



First Words

Language Activity #12

Learning to Take Turns

Learning to take turns is important for conversation. Simple turn-taking games help your child learn this skill.

Turn-taking games

- ◆ hide-and-peek (variation of peek-a-boo)
- ◆ pat-a-cake
- ◆ "This little piggy"
- ◆ playing ball (roll, toss, bounce)

What to do and say

- ◆ hide objects for your child to find
 - say: Where's the ____? or Find the ____?
- ◆ play pat-a-cake
 - stop and wait for your child to finish the line (fill in if child doesn't)Examples:
 - Pat-a-cake, pat-a-cake, baker's _____. Bake me a cake as fast as you _____.
- ◆ play "This little piggy"
 - stop at times and waitExample
This little piggy went _____. (fill in if child doesn't)
- ◆ take turns playing ball
 - say: "Roll to me"; "My turn"; "Whose turn?"; "Roll or bounce?"



First Words

Language Activity #13

Early Cooking Experiences

Children learn many things from cooking, such as following directions, sequencing, math words (add), fine motor actions, etc.

What to do and say

- ◆ make simple, no-cooking recipes using plastic utensils
 - instant pudding
 - cereal mix
- ◆ include your child in the whole process
 - locating all needed items
 - adding ingredients
 - mixing
 - eating

- ◆ help your child gather items
Say: We need a bowl.
We need milk
Where's the cereal?
- ◆ help your child scoop, stir, pour, etc.
Say: One scoop
Pour in.
Mix up.
- ◆ help your child clean up
Say: All done
Time to clean up.
Dishes in the sink..
- ◆ eat what you make
Say: Yum, tastes good.



First Words

Language Activity #14

Learning Math Words

Toddlers learn about math throughout the day. Help your child learn new math words.

What to do and say

- ◆ sort and describe objects by actions
 - things to bang, roll, stack
- ◆ play sequencing games
 - This little piggy
 - Where is Thumbkin
 - Itsy Bitsy Spider
- ◆ talk about quantities
 - Can I have one?
 - Want more?
 - One spoon

- ◆ begin counting (count motor actions)
 - walking/crawling up or down stairs
 - taking bites (one - two bites)
- ◆ explore numbers
 - manipulate plastic or wooden numerals
 - name the numerals (do not expect child to repeat - only notice)



Early Verbal

General Language Strategies

Learning to Combine Words

As children learn more words, they begin to combine words to describe what they see, hear, taste, touch, and smell.

What to do and say

- ◆ play with toys that involve actions
 - talk about what your child does
- ◆ use props (objects used in the story) and describe actions in storybooks
- ◆ continue talking about actions you and your child do
- ◆ take your child places
 - store
 - park
 - grandparents
 - zoo

- ◆ help your child gather items
Say: We need a bowl.
We need milk
Where's the cereal?
- ◆ expand your child's sentences
 - add size, color, and number words (big, red, two)
- ◆ use open-ended questions
 - Tell me about it.
 - What did you see?
 - Where will we go?
- ◆ use positive words often
 - You are such a good helper
 - Oh, how nice you look.
 - Good morning, sunshine



Early Verbal

Language Activity #15

Talk During Dressing

Help your child understand and use new words while dressing or taking a bath.

What to do and say

- ◆ allow your child to choose what he or she wants to wear
 - limit to 2 choices
 - describe choices by color, style
 - ask your child to get his/her blue shorts, shirt, shoes, etc.
- ◆ talk about actions
 - Ready to zip.
 - Put your arm in.
 - Now we button.
 - Now we tie.

- ◆ give two directions to follow
 - Find your blue socks and red shoes.
 - Bring your shirt and coat.
- ◆ sing nursery rhymes or make up rhymes about dressing
 - One, two, buckle my shoe.
 - Where oh where is my red shoe?
 - This is the way (we put on our shirt).



Early Verbal

Language Activity #16

Talk During Play

Children begin to combine actions in play and begin to talk about those actions. Help your child learn new ways to talk about his or her play.

Toy selection

- ◆ choose toys that represent everyday actions
 - cooking
 - cleaning
 - driving
 - building
 - climbing
- ◆ give your child old household items or discarded items for play
 - brooms and dusters
 - pots and pans
 - boards (sanded smooth)
 - large cardboard boxes

What to say

- ◆ play beside your child to model actions and words
 - I'm climbing high
 - I'm making cookies.
- ◆ talk about your child's actions
 - You're cooking
 - Look at you clean.
 - You're building a house.
 - You're crawling in the cave.
- ◆ ask a variety of questions
 - What are you doing?
 - Will you drive or walk?
 - What now?



Early Verbal

Language Activity #17

Talk During Reading

Children learn about printed words by hearing and talking about stories everyday

Book Selection

- ◆ choose books that show everyday events or familiar objects, animals, etc.
 - eating
 - playing
 - reading
 - bathing
 - animals
 - cars
 - buildings (barns, houses, stores)
- ◆ help your child choose books at the library or store
- ◆ let your child choose the book he or she wants to hear

Book Use

- ◆ read the same book every day
- ◆ have a regular reading time
- ◆ talk about the pictures before, during, and after reading
- ◆ let your child tell you what he or she likes, sees, or knows
- ◆ use objects to act out parts of the story
 - Example:
 - Use toy cars to roll across the page
 - Use combs or brushes to comb the hair of characters in the story



Early Verbal

Language Activity #18

Talk During Eating

Mealtime is a great time to help your child learn to combine words.

What to Do and Say

- ◆ allow your child to help fix meals and snacks
 - wash vegetables
 - make a sandwich
 - mix cookie dough
- ◆ help your child to set the table
 - One plate for Mommy.
 - One spoon here.
 - How many cups do we need?
- ◆ model table manners
 - Please pass the _____?
 - Would you like some ____?
 - Thank you.

- ◆ expand your child's words
 - Juice. "More juice?"
 - Eat. "Yes, it's time to eat."
- ◆ repeat or restate your child's words
 - Juice. "Yes, juice?"
 - Eee. "Eat."
- ◆ make mealtime fun and enjoyable
 - create faces, shapes, animals with sandwiches and snacks
 - make a snack you read about in your child's favorite storybook
 - talk about the color, size, shape of your food
 - use words to describe how foods taste: good, yummy, delicious, etc.



Early Verbal

Language Activity #19

Talk During Writing

Children begin leaving their mark in many places. Model writing for your child and help your child learn that his or her marks have meaning.

What to Do and Say

- ◆ write with your child often
- ◆ talk as you model writing
 - Examples:
 - I'm writing to _____. I'm telling her, I miss you. When are you coming?
 - I'm writing my ABCs - A - B - C.

- ◆ ask your child to tell you what he or she is writing

Examples:

- Who is your letter for?
 - What did you write?
 - What does your letter say?
- ◆ comment on your child's writing
 - Examples:
 - (point) That mark says your name.
 - That looks like a heart.
 - ◆ let your child help make grocery / shopping lists
 - have your child tell you one or two things to put on the list
 - help your child find pictures (coupons, ads) to glue on the list



Early Verbal

Language Activity #20

Learning Math Language

Math is a natural part of a toddler's world. Help your child learn new math words throughout the day.

What to Do and Say

- ◆ count objects
 - at the store (1, 2, 3, 4 carrots)
 - during cooking (1, 2, 3, cups)
 - setting the table (1,2 spoons)
- ◆ sort objects
 - doing laundry (rd clothes here)
 - picking up toys (cars in here, puzzles on the shelf, etc.)
 - playing with a shape box (circle, square)
- ◆ talk about patterns
 - stacking blocks (circle, square, circle, square)
 - planting (rd flower, blue flower, red flower)

- ◆ talk about size
 - big and little
 - long and short
- ◆ talk about quantity
 - We need just one.
 - Now we need more.
 - Look how many.
- ◆ talk about numerals
 - Oh look. That's a one.
 - See that three.
 - A two, that's how old you are.



Expanding Verbal

General Language Strategies

Helping Words Become Sentences

Repeating and adding words to what your child says helps your child learn to make sentences.

What to Do and Say

- ◆ talk and with your child during daily activities
- ◆ talk about different qualities
 - size
 - texture
 - location
 - time
 - temperature
 - shape
 - emotion
 - quantity
 - movement
 - color
- ◆ observe and listen to your child; talk about his or her topic or interest

- ◆ pause to allow time for your child to tell you what he or she wants to say
- ◆ model things for your child to say (3 to 5 words): "Time to go"; "I want red."
- ◆ add words to what your child says: Go up. "The ball goes up" or "It's going up fast."
- ◆ give your child 2 directions to follow: Put on your pajamas and get a book.
- ◆ read and write with your child every day



Expanding Verbal

Language Activity #21

Talk During Washing and Dressing

Dressing, bathing, and washing are good times for your child to learn words to describe action sequences.

What to Do and Say

- ◆ model sequencing and action words for your child
 - First you turn on the water; next you get the soap; now rub.
 - Shirt goes on first; over your head; next put on your shorts; one leg, two legs in; now zip up.
- ◆ offer choices
 - Do we need soap or water next?
 - Will you wear shorts or jeans?
 - Do you want yellow or green soap?

- ◆ ask questions
 - What do we do first?
 - What should we do next?
 - Where's your towel?
- ◆ let your child finish your sentences
 - Now we wash _____.
 - Next _____.
 - Now you're _____.



Expanding Verbal

Language Activity #22

Talk During Eating

Children learn many social skills and manners at mealtime

What to Do and Say

- ◆ include your child in all parts of the meal or snack
 - choosing a food
 - preparing the food
 - setting the table
 - using manners while eating:
 - *"Please pass . . ."
 - *"Thank you."
 - *"Excuse me."
 - *Using a napkin
 - cleaning up

- ◆ talk about food
 - color: red, green, orange
 - size: big, little, long, short
 - texture: soft or hard
 - temperature: hot, cold, warm
 - taste: yummy, good, delicious
- ◆ have conversations with your child
 - Possible topics:
 - what happened in preschool or at the babysitters
 - what to do later
 - story to read at bedtime
 - some special event that happened or will happen



Expanding Verbal

Language Activity #23

Talk During Indoor Play

Children show growth in their play. They use small toys to act out familiar events and pretend to be familiar adults (Dad, Mom, worker, etc.).

Toy Selection

- ◆ miniature play sets
 - house
 - barn
 - garage
 - zoo
- ◆ blocks
 - Legos
 - different sizes of wooden blocks
- ◆ dress up clothes and props
 - hats, shoes, overalls, aprons, dresses, belts, etc.
 - brooms, cash register, plastic tool sets

What to Do and Say

- ◆ play beside and with your child
- ◆ model play actions
 - with miniatures:
 - * people get in the car, go to the store, buy things, go back home
 - with blocks:
 - * build a tower, road, house
 - with dress up clothes:
 - * perform everyday routines
- ◆ model things to say
 - Time to fix dinner. Come and get it.
 - Everybody in the car. Here we go, vroom.
 - This is a big tower. This goes on top. Help me build it taller.
 - We need to fix the car. Where are my tools.



Expanding Verbal

Language Activity #24

Talk During Reading

As children learn sequencing in daily routines, they also begin to talk about sequences in stories.

Book Selection

- ◆ choose books that have familiar events (going to the store, to the dentist, on a picnic)
- ◆ choose books that repeat words across pages
 - But I couldn't . . .
 - So I ate it.
- ◆ help your child to choose books (offer two)
 - from the library
 - in the store

Book Use

- ◆ read every day
- ◆ read the same book over and over
- ◆ Talk about the pictures
- ◆ point to the words
- ◆ pause for your child to tell parts of the story
- ◆ ask your child
 - "What happens next?"
 - "What do you remember?"
 - "How does he feel?"



Expanding Verbal

Language Activity #25

Talk During Writing

Children learn that they can make scribbles and pictures. Help your child learn that his or her circles, lines and scribbles have meaning.

What to Do and Say

- ◆ use different writing materials
 - markers, ink pens, pencils, brushes, chalk, crayons, fingers
 - envelopes, cards, paper place mats, old boxes, colored paper, sand, mud
- ◆ write for fun and for a purpose
 - cards, letters, stories
 - memos, notes, shopping lists

- ◆ talk as you model writing
 - We need eggs, bread, and milk.
 - I'm writing a note for _____. "We had to go out. Will be back at . . . Love, . . ."
 - Love, Mom; M-O-M.
- ◆ comment on your child's writing
 - You're writing about Fluffy.
 - There's a "+" on your paper.
 - What a great story you wrote.
- ◆ encourage your child to add writing to his or her pictures
 - You can write a story for your picture.
 - Do you want to name your picture?
 - There's room to write letters here.



Expanding Verbal

Language Activity #26

Learning Math Language

Children learn about math and math words during everyday activities.

What to Do and Say

- ◆ count objects
 - while shopping: "One box of cereal"
 - while climbing stairs: "1, 2, 3, steps"
 - while playing: "1,2,3,4 blocks"
- ◆ sort object
 - by color
 - by size
 - by shape
- ◆ draw simple recipes for your child to make
 - include only 2 or 3 steps
 - use familiar foods: eggs, milk, cereal
 - use simple actions: scoop, stir, pour
 - include numerals 1 to 3 (example: write 1 and 2 under each of two cups)

- ◆ talk about size
 - shopping: We need a big box of cereal.
 - walking: That dog has a long tail.
 - gardening: Our tomatoes are really tall.
- ◆ talk about patterns
 - doing puzzles: What shape fits here?
 - playing outside: Step, hop, step, hop
 - building with blocks: Long, short, long
- ◆ talk about quantity
 - There are so many weeds in here.
 - Where's your other shoe?
 - We have a lot of laundry to do.
 - Would you like another cookie?



Expanding Verbal

Language Activity #27

Talk While Outdoors

Playing and working outside allows your child to explore other parts of his or her world.

What to Do and Say

- ◆ plant and tend a small garden with your child
 - What should we plant?
 - Now we need to water.
 - Let's pull those pesky weeds.
 - Time to pick the tomatoes.



- ◆ talk about actions while playing
 - Do you want to swing fast or slow?
 - Tell me when to push.
 - What next?
 - Oh you're really climbing high.
- ◆ take walks throughout the year
 - Look at all the leaves on the ground.
 - The snow is really cold.
 - Do you see that big, old frog?
 - We have to look for cars.
 - Look how wet everything is!
 - We're almost home.
- ◆ talk during water and sand play
 - You made a big splash.
 - Oh your bucket is full.
 - We need more sand over here.
 - Hold on so you don't sink.
- ◆ include your child in many outdoor activities (raking leaves, sweeping the drive, watering the grass, etc.)



Language Activity Self-Evaluation

Completed Language Activity Number: _____

Number of times activity was completed: _____ 0-4 _____ 5-9 _____ 10+

I thought this activity was: _____ fun/great _____ okay _____ I didn't like it.

Comments: _____

Completed Language Activity Number: _____

Number of times activity was completed: _____ 0-4 _____ 5-9 _____ 10+

I thought this activity was: _____ fun/great _____ okay _____ I didn't like it.

Comments: _____

Completed Language Activity Number: _____

Number of times activity was completed: _____ 0-4 _____ 5-9 _____ 10+

I thought this activity was: _____ fun/great _____ okay _____ I didn't like it.

Comments: _____

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