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

♦ 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 _____.

♦ 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?
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 clothers 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 “t” 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: ______________________________________________
_______________________________________________________
Sources


