

YOU

help your child develop

Vocabulary

when you
talk with your child.

- Talking to your child a LOT makes a difference!
- Talk to your baby in “parentese” as you read books together.
 - ♦ Higher pitched voice
 - ♦ Speak slowly and clearly
 - ♦ Exaggerate sounds in words
 - ♦ Short sentences
- Add more words to the ones that are in the book.
- Your child learns words best from you and others who speak directly to your child.



Vocabulary #1 0—2

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Vocabulary

when you

use many words to describe feelings.

- Talk about the feelings of characters as you read books.
- Talk about times your child may have felt that way.
- Talk about times you may have felt the same way.

tired
weary
drowsy
bushed
sleepy
exhausted
worn out



Vocabulary #1 2—3

worried
anxious
nervous
troubled
upset



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Vocabulary

when you

use words for ideas and explain ideas.

- When you read books together, talk about ideas.
- Explain ideas to help children make sense of their world.

What is the difference between fair and equal?
- If the word for the idea is not in the book, you can add it.

In *The Little Red Hen* the word cooperation is not used.

Use the story to talk about the idea of cooperation.



Vocabulary #1 4—5

YOU

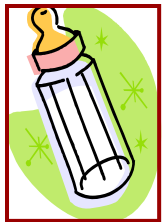
help your child develop

Vocabulary

when you

use many different words.

- Show your child the pictures in books.
- Use different words for the same picture.
- Add your own words to describe the picture.
- Repeat the words again and also at different times.
- Show your child the real thing, too, when you can.
- Read nursery rhymes.



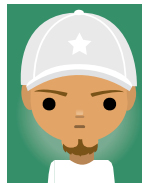
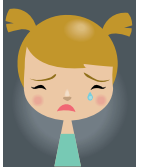
Here's a picture of a bottle. It looks like it has formula in it. We put apple juice in your bottle sometimes. Look, here is your real bottle.

Vocabulary #2 0—2

No book handy? Activities you can do to help



- Put words to how your child is feeling.
I can see you are frustrated because the tower of blocks keeps falling down.
- Talk about your own feelings.
I'm sorry I yelled at you. I am feeling overwhelmed right now.
- Make up stories that include feelings and tell them to your child.
- Tell your child about something that happened and how you felt.



Vocabulary #1 2—3

No book handy? Activities you can do to help



- Talk with your baby in “parentese”.
- Talk about many things even if your child does not understand everything you say.
 - ♦ What happened, what are you doing, what are you planning to do, what might happen.



Vocabulary #1 0—2

No book handy? Activities you can do to help

- Narrate your day.
Say what you are doing as you do it.
Say what your child is doing as she does it.
- Describe things even though your child may not understand everything you say.
- Sing songs and rhymes throughout the day.
- Play Simon Says.
Simon Says touch your head, your heel, your ankle.
- Use lots of different words.



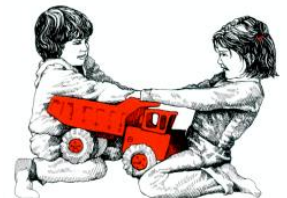
I am so glad we are shopping together. Look at these apples. We'll get some of these green Granny Smith apples and some of the red Gala apples. Both these apples have a leaf on the stem!

Vocabulary #2 0—2

No book handy? Activities you can do to help



- Talk about the words for ideas using daily situations.
 - ♦ When your child won't share a toy, talk about cooperation or fairness.
 - ♦ Talk about privacy, consequences, what is appropriate or inappropriate, being patient, showing respect



Vocabulary #1 4—5

YOU



help your child develop

Vocabulary

when you

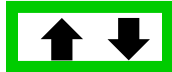
use concept words,
words that describe characteristics
and relationships.



- Compare pictures by size and color.
- Use books that allow you to feel different textures

Soft fur, smooth, bumpy

- Talk about opposites.



The boy in this book is eating ice cream. Ice cream is cold. Soup is hot. Cold and hot are opposites.

- Use words that show spatial relationships:

In, on, under, above, between



Vocabulary #2 2—3

YOU



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Vocabulary

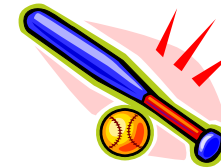
when you

explain different meanings for same word.

- Read a book. Then come back to a word that has more than one meaning and talk about the different meanings.

Sea (ocean) and see (look)

Son (male child) and sun (star in sky)



Bat



Vocabulary #2 4—5

YOU



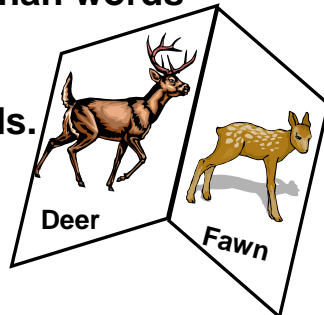
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Vocabulary

when you

read books with your child.

- Read books about things your child may not see everyday.
- Words in books are more varied than words in conversation.
- Use those uncommon words; don't change them to easier words.
- Use actions or gestures to help your child understand the words.
- Repeat words.



Vocabulary #3 0—2

YOU



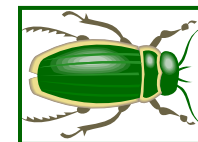
help your child develop

Vocabulary

when you

introduce your child to many different words.

- Books have many words we do not usually use when talking with our children.
- Do not change uncommon words to easier ones.
- Talk about interesting words.



The Very Clumsy Click Beetle
by Eric Carle

rummaged through a pile of pebbles
crept up a tree
Turtle ambled by; mouse scurried by
graceful somersaults

Vocabulary #3 2—5

No book handy?

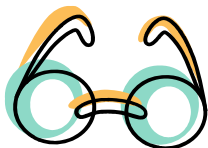
Activities you can do to help

- As you talk with your child, notice words that have more than one meaning. Talk about the different meanings.
- When you go shopping look at brand names and talk about their meanings.

- ♦ Hefty trash bags—hefty means strong, sturdy
- ♦ Crest toothpaste—crest is the top of something



glasses



wave



Vocabulary #2 4—5

No book handy?

Activities you can do to help

- Talk about opposites throughout the day.
- Describe how things feel—rough, smooth, sharp, soft.
- Describe colors—read the labels on crayons.
- Play games:

♦ Simon Says using prepositions

Simon Says put your hand above your head, your nose between your knees

♦ Hide It—Find It Game

Show your child an item you will hide while he closes his eyes. He tries to find it from your directions. Give clues like, it's between the chair and the cabinet or it's above the chair.



Vocabulary #2 2—3

No book handy?

Activities you can do to help

- Talk with your child.
- Words to get things done are used most often.
- Use more words
 - ♦ to explain what you are doing and why
 - ♦ that add information
- Use words you use with adults.
- Help your child learn a new word a day.
- Tell your child all about things that are interesting to you.



Vocabulary #3 2—5

No book handy?

Activities you can do to help

- Talk with your baby and toddler.
- Words to get things done are used most often.
- Use words to explain what you are doing.
- Use words that add information.
- Tell your child all kinds of things:
 - ♦ when you were a child
 - ♦ what you are thinking about
 - ♦ stories you have heard or make up
- Use words you would use with adults.



Bring me your shoes. They are under the table. We are getting your shoes on because we are going to pick up your brother and then go to the store.

Vocabulary #3 0—2

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Vocabulary

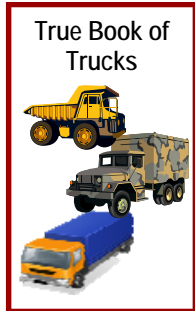
when you

use many kind of words with your child.

- Read books that give factual information, not only storybooks.
- When talking about the picture in books, add some facts you know.



Look at this butterfly. Did you know that butterflies start out as caterpillars? Then they come out of a cocoon. It is amazing that a caterpillar which looks like a worm can become a butterfly!



Vocabulary #4 0—2

YOU



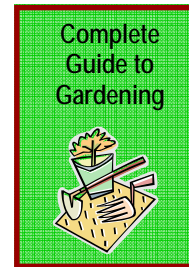
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Vocabulary

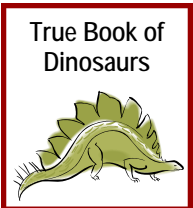
when you

use many kinds of words with your child.

- Words in factual books are different from the words in storybooks.
- Share factual books with your child.
- Choose books on topics that interest your child.
- Choose books on topics that interest you.



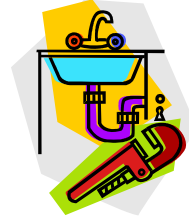
Vocabulary #4 2—5



No book handy? 

Activities you can do to help

- Use words that are new to your child.
- Talk with your child about things you know:
 - ♦ How fruits or vegetables grow
 - ♦ Where milk comes from
 - ♦ How to change a flat tire
 - ♦ How to fix a leaky faucet
 - ♦ Fuels cars can use
 - ♦ How things are made



Vocabulary #4 2—5

No book handy? 

Activities you can do to help

- When speaking with your baby and toddler, use words that explain facts.
- Encourage your toddler's curiosity and questions.
- Watch what your child shows interest in and talk about it.
- Talking to your toddler in encouraging ways will help them succeed later.
 - ♦ Offer choices: Which toy do you want to take to Grandma's—your toy car or stacker?
 - ♦ Explain reasons: Your jacket will keep you warm. It's cold outside.
 - ♦ Explain what will happen during the day



Vocabulary #4 0—2

YOU



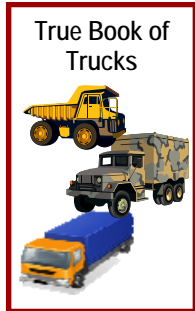
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Vocabulary

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Vocabulary #4 0—2

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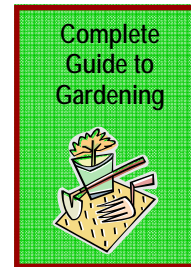
help your child develop

Vocabulary

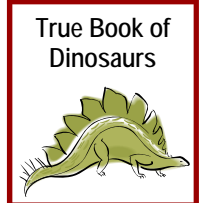
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- Choose books on topics that interest you.



Vocabulary #4 2—5



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Narrative Skills

when you

have your child say and act out repeated phrases.

- Say the repeated phrase and have your child repeat it.
- Put actions to the phrase and have your child imitate you.
- Each time you come to the repeated phrase, stop and wait for your child say it.
- Use factual books that interest your child.
 - ♦ Encourage your child to tell you about it.
 - ♦ Add more information from the book.



Narrative Skills #4 2—5



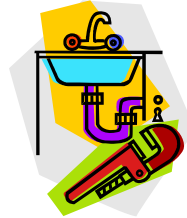
No book handy? 

Activities you can do to help

- Use words that are new to your child.
- Talk with your child about things you know:



- ♦ How fruits or vegetables grow
- ♦ Where milk comes from
- ♦ How to change a flat tire
- ♦ How to fix a leaky faucet
- ♦ Fuels cars can use
- ♦ How things are made



Vocabulary #4 2—5

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Vocabulary #4 0—2

No book handy? 

Activities you can do to help

- Have your child talk on the phone, or pretend to.
- Ask your child to tell you about something he did.
 - Take turns telling each other stories.
 - Use a puppet or toy to tell a stories together.
 - Sing to the tune of *This Is the Way We Wash Our Clothes* saying whatever you are doing. Have your child join in.



This is the way we set the table,
Set the table, set the table.
This is the way we set the table
Before we eat our meal.



Narrative Skills #4 2—5