

# Hand Warm Ups

Get those little hands ready for writing!

- Block construction, legos, and duplos
  - Clapping games
- Tearing and crumpling paper
  - Folding paper
  - Hammering
  - Lacing
- Opening jars and lids
- Play-doh and therapy
- Finger plays (itsy bitsy spider)
  - Sorting coins or buttons
  - Stringing beads
- Puppets (can make with paper bags)
  - Use shovels, rakes, silverware
- Use tongs, eye droppers, clothespins, and large tweezers



## 14 Ways to Help Children Develop Oral Language

1. Offer turn taking talk. You talk, give them a chance to talk back.
2. Provide prompts for children to finish. (Do with familiar books or poems. Ex: Brown bear, brown what do you...? And child says, see.)
3. Label. Identify items around the house, identify how they are feeling, identify places and items when you are out and about.
4. Model and expand on child's language. (ex: child says, "Me run" and you say "you ran in the park").
5. Use parallel talk. Describe what your child is doing. (ex: your child is playing with legos. You say, "You are playing with the legos. You are building a tower.")
6. Use self talk. Talk about what you are doing. "I am getting out the food to make dinner."
7. Act out different animals or stories. As you read Brown Bear, Brown Bear act out the animals.
8. Encourage children to create simple, silly rhymes. "The mouse is in the house".
9. When your child talks to you make sure to show them that you are listening by giving them your full attention.
10. Give your child very simple, specific directions for each step. (ex: first, we need to...)
11. Use open ended questions that require children to give an explanation. (Tell me about..., not yes/ no questions).
12. Explain what words mean. (ex: explain what the word huge is or frustrated).
13. Read lots of books (retell them, talk about the pictures, ask children to predict what will happen next).
14. Sing lots of songs (Twinkle, twinkle; wheels on the bus).

# First Steps to Conversation

## 2-3 Years Old

### Receptive Language:

- Points to pictures of common objects when they are named
  - Can identify objects when told their use.
  - Understands question forms what and where.  
Understands no, not, can't and don't
- Enjoys listening to simple storybooks and requests them.

### Expressive Language

- Uses two word phrases
  - Gives first name
  - Asks what and where questions.
    - Makes requests (open, help)
- Shows frustration at not being understood

## 3-4 Years Old

### Receptive Language:

- Begins to understand time concepts (tomorrow, today)
  - Understands size comparisons.
  - Can follow 2-3 step directions
  - Understands when told, "let's pretend"

### Expressive Language

- Talks in sentences of three or more words.
  - Talks about past tense
- Uses 's' on nouns to indicate plurals and 'ed' to indicate past tense.
  - Refers to self as I or me.
- Can sing a simple song or say a simple rhyme.
  - Speech is understandable to strangers.

# Helping Your Child Learn the Names of Colors

- First comment about how some color are the same. "We are both wearing blue shirts."
- Match colors (do with legos, spoons, cups, cars, etc.)
- While out and about ask children to fins something that is green or the same color as something else.
- When requesting items specify colors (please give me a blue cup) or have your kiddos request a specific color item.
- Label colors as often as possible throughout conversation (I love the blue circle you made; I like your pink shirt).

