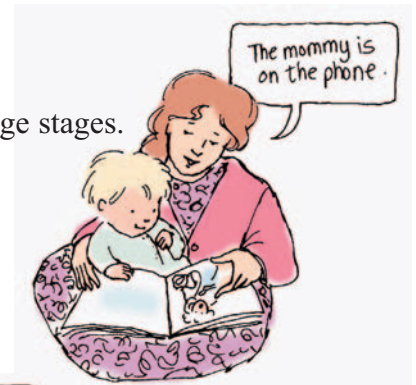


## 6. Match Your Language to the Child's Stage

Make your language easy to understand for children at the early language stages.

- Exaggerate the intonation and rhythm in your voice.
- Use clear, simple language.
- Read slowly.
- Repeat and exaggerate key words.

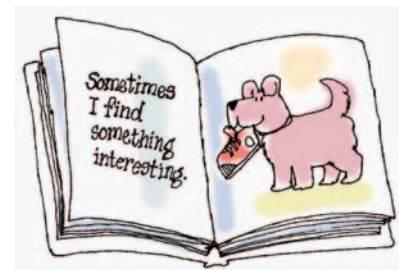


Use props and real objects.



Use gestures and pantomime.

When necessary, rephrase the text to simplify the language and to emphasize key words that are not mentioned. For example, the text of this book does not mention the word “shoe.”



Think of a book you share with *Discoverers*, *Communicators*, *First Words Users* or *Combiners*:

How could you use props and real objects?

How could you use gestures and pantomime?

How could you rephrase the text?

What words could you explain?

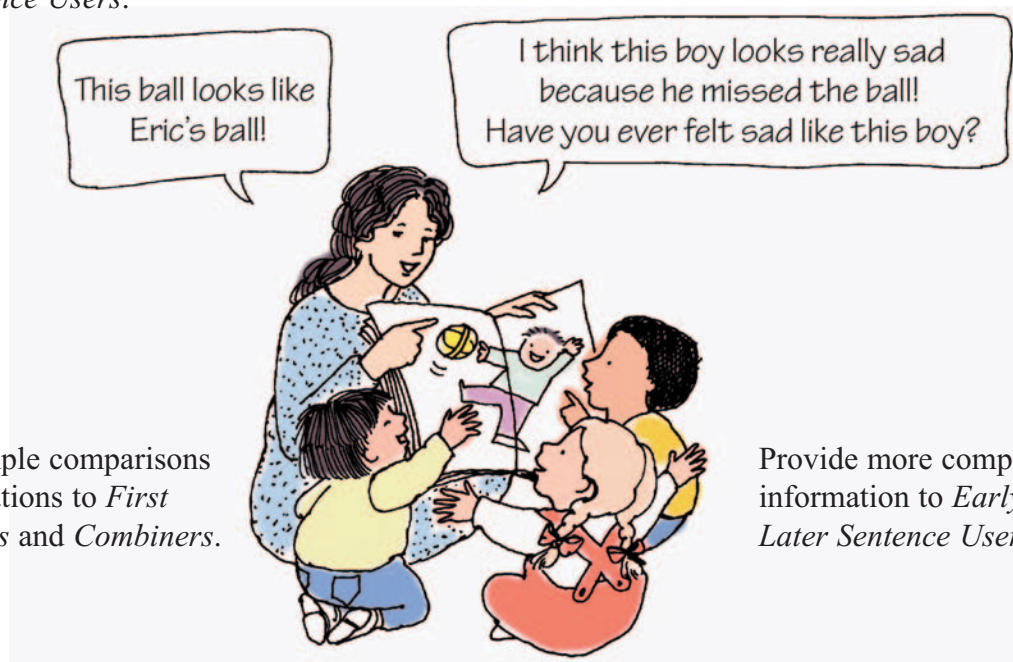
## 7. Encourage the “Language of Learning”

Successful readers rely on their language skills and knowledge of the world to make sense of what they read. Through conversations with adults, they acquire the “language of learning” that allows them to:

- go beyond the here-and-now into the past and future
- go beyond their own personal experiences to project into situations they have not experienced
- go beyond the real world into the imagined world



Model and encourage children to use the “language of learning” as they make sense of the text. Remember to consider the child’s stage of language development. The information you provide to *Combiners* will be less complex than the information you provide to *Early* or *Later Sentence Users*.



Provide simple comparisons and explanations to *First Words Users* and *Combiners*.

Provide more complex information to *Early* and *Later Sentence Users*.

Encourage children to predict what the book is about by reading the book’s title and showing them the cover. Create a purpose for reading the book by relating the story to the children’s own experiences and discussing what the children will learn or find out in the story.

