



September 2018

Find times to talk through the day



Have conversations with children through the day. Many studies have shown that an increased frequency of adult-child conversations is associated with better language outcomes and academic success. Beginning with sounds and gestures, children gradually learn to use words and sentences to take their turn in the conversations.



For children with language delays

Finding time to talk is even more important for children with language delays since these children tend to seek out fewer conversations. Take advantage of as many opportunities as possible throughout the day to engage them in back and forth interactions.

Learning to Talk

For children who have started to use words and form short sentences

Talking to Learn

For children who talk in complete sentences

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

Daily Activities

Make tidying up a time for conversation. While organizing, ask questions or make comments like, "Hmm, where should we put this book?" The child may respond with pointing, looking, actions or words. If she doesn't respond, you can keep the conversation going with a comment like, "Maybe we can put the book on the top shelf."



Make comments and ask questions in your day-to-day activities. For example, you could make a fun comment while a child is washing his hands, like "Wow! You made such a soapy lather. Your hands will be clean for snack."

Play Time

Join in with the child's play by noticing what the child is doing, getting your own toy and making fun comments. For example, if the child is feeding a doll, feed a second doll, then add onto what she's doing by saying, "My baby needs to be burped." Pretend to burp the doll and then wait to see what the child does next.



Join in the play and take the opportunity to ask a genuine question (i.e., a question you don't know the answer to). For example, if the child is building a tower, you could say, "Nice tower! Who's going to live in the tower?" Give the child some time to reply and then make a comment to continue the conversation.

Book Reading

When sharing a book, pay close attention to what the child is interested in. If she looks and points to a picture of a large red dog, then point to the dog too and say enthusiastically, "That's Clifford, the big red dog!" Then wait to see her response.



After reading a book, talk about the words and ideas from the book while engaged in other activities. For example, if you read a non-fiction book on animals, and are later playing outside, you could say, "Wow! You are running really fast, like the cheetah in the book we read!"

On the Go

When waiting in line, sing a song or rhyme the child likes, and pause during the song to wait for the child to do or say something. For example, sing, "The Eensy Weensy Spider went..."; then wait for the child to reach his arms up or say "up". If he doesn't do anything, reach your arms up and say "up". Continue singing the song, and sing it many more times, pausing at the same points each time.



While out at a restaurant, talk to the child about her interests or past experiences. For example, "The last time we came to this restaurant was Joey's birthday!" Wait to see how the child responds.