



Helping Kids Discover and Develop Language 1 ½ Years

1. THE CHILD USES UP TO 20 WORDS.

SUGGESTIONS:

- ☆ use daily routines to introduce words (e.g., when bathing the child, introduce words such as: “boat”, “water”, “pour”, “bubbles”, and “splash”)
- ☆ use names of objects with which your child is familiar and add new words daily
- ☆ use the same words in different ways (e.g., “roll ball”, “throw ball”, “kick ball”)

2. THE CHILD USES CONNECTED SOUNDS (I.E., JARGON) THAT SOUND LIKE SENTENCES IN A FOREIGN LANGUAGE.

Jargon is often accompanied by gestures. The child will often point to objects and make up names for them.

SUGGESTIONS:

- ☆ give your child the appropriate names of objects
- ☆ don't ignore your child's attempts at communicating. Instead, try to understand his/her message.

3. THE CHILD RECOGNIZES THE NAMES OF 1 TO 3 BODY PARTS.

SUGGESTIONS:

- ☆ touch your own body parts and your child's body parts and name them
- ☆ name the body parts of dolls and stuffed animals
- ☆ have your child point to his/her body parts while looking in the mirror
- ☆ associate body parts with their functions when giving your child simple directions (e.g., “lick the spoon with your tongue”; “clap your hands”; “kick the ball with your foot”; and “touch the ball with your hand”)
- ☆ use daily routines (e.g., eating, bathing, dressing) to talk about various body parts
- ☆ sing the song, “Head and shoulders, knees and toes...”
- ☆ draw a picture of a face and name its parts

4. THE CHILD BEGINS TO UNDERSTAND SUCH CATEGORIES AS FOOD, ANIMALS, AND CLOTHING.

SUGGESTIONS:

- ☆ start a picture book for your child by pasting pictures of objects under various categories (e.g., people, toys, clothes, and animals) in his/her “special” book
- ☆ as your child learns new categories, add new pictures
- ☆ use picture books, colouring books or posters to talk about various categories (e.g., while looking at a picture of children playing in a playground, point out the play equipment, people, toys, and clothes)
- ☆ take your child to places such as the grocery store, the zoo, the park, or the toy store

5. THE CHILD USES COMMON EXPRESSIONS. THE CHILD MAY SAY “WHAT'S THAT?”, “ALLGONE” OR “OH NO”.

SUGGESTION:

- ☆ use common expressions at the correct time over and over again. Repetition is good so don't worry if you say the same expression many times during the day.