

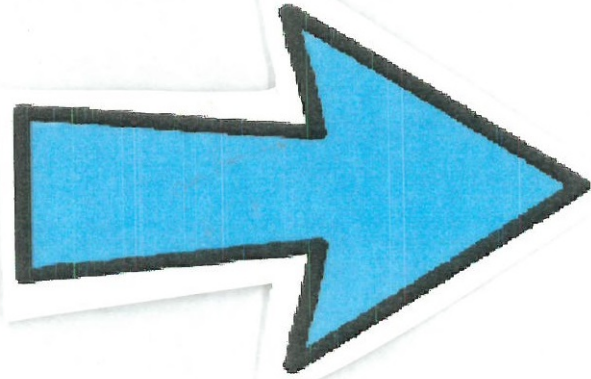


first
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The Chat Room Program

Appendix IV – Chat Room
Schedule Pictures





Bathroom Break / Wash Hands



Circle Time



Craft Time



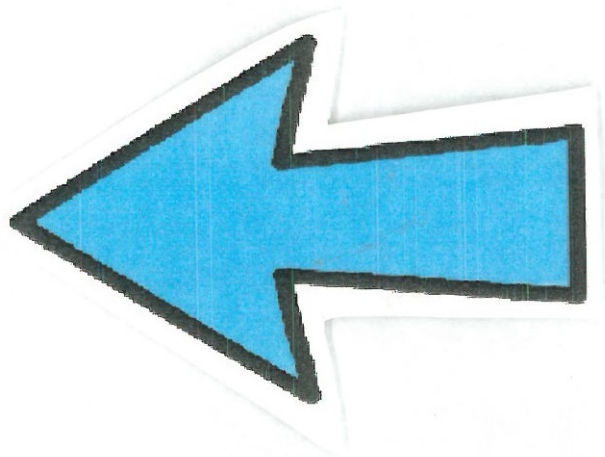
Gross Motor / Active Play



Sensory Play



Snack Time





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The Chat Room Program

Appendix V – Take Home
Activities and Parent Reflection



Chat Room Program
Take home activity and parent reflection



**At the end of the day, the most
overwhelming key to a child's suc-
cess is the positive
involvement of parents.**

Jane D. Hull

children are great
imitators. so give
them something
great to imitate.

WWW.VERYBESTQUOTES.COM

Chat Room Program

Take home activity and parent reflection



- Week 1: Allowing your child to take the lead
Exploring with Playdough
- Week 2: Allowing your child to lead – Continued
Exploring with a ball
- Week 3: Imitate and interpret to build communication
Exploring with a scarf
- Week 4: Tempting your child to communicate
Exploring with a wind-up toy
- Week 5: Building communication through turn-taking
Exploring with bubbles
- Week 6: Celebrating success and review of all weekly strategies
Homemade sensory book or Homemade felt story

Chat Room Program

Take home activity and parent reflection



Week 1: Strategy 1

Allowing Your Child to Take the Lead

“Taking over is a natural, even instinctive, reaction on our part. However, if we want to help our child learn, we must give him a chance to express himself in his own way.”
It Takes Two to Talk A. Manolson, 1992



“It is much easier to get a sense of what is really happening when the adult is engaged with the children and sharing their experiences instead of acting as an on-looker or an instructor.”

Why should I let my child take the lead?

When a child is allowed to lead in play, it shows that you are interested in them and what they have to tell you. They feel listened to and so it helps them to feel more confident. You learn more about your child's interests and together you have more fun. A child who leads, lets us know what they need and want from us to help them learn.

How can I let my child lead?

- Sit at your child's level so that you can look into your child's eyes. Watch to see what they are interested in doing or playing with. If your child is having a hard time choosing an activity, you can help by offering a choice of two activities. Allow your child to choose which activity they want to play. If they are not interested in what you've suggested, they will communicate this to you by looking away or by pushing away the toy you are offering. They might even reach for something else. Sit back and watch what your child is interested in doing.
- Look closely and lean your body towards them. This lets them know that you are interested in what they are doing. Your child will play for a longer time and try to communicate with you if you are playing too. For example, when using pots as instruments, your child plays the drum and you play your own drum, too!
- When your child chooses a toy or activity, be interested but wait for them to look to you or until they invite you to play. While you are playing, remember to name the toys and what you are doing with them.
- If your child does not invite you to play (by passing or showing you a toy), choose a similar toy and play beside them. Imitate the noise of the toy (“vroom”, “moo”, etc.) to get their attention.
- Make comments. Pretend you are an announcer and do a play-by-play of what your child is doing. Talk at, or just above, your child's communication level.

Practice tips:

- When your child is frustrated or struggling with an activity (putting on shoes), try not to jump in right away. Wait for them to look to you for help. This encourages them to communicate with you and gives you an opportunity to talk them through their problem (and gives them the words they need to learn to ask for help!).
- **When reading a book** with your child, ignore the words on the page. Watch where your child is looking or pointing to and talk about that! You will use more language than the words written on the page. Your child will be more interested because you are following their lead. As soon as your child loses interest in the book, close it up! Reading should be fun and interactive. If reading seems more work than fun, try again at a later time. Have realistic expectations for your child when it comes to books. If your child's body needs to move, try acting out the story or choosing a more quiet time to read (e.g., when child is sitting in a high chair eating a snack).

Chat Room Program

Take home activity and parent reflection

Week 1: Activity *Exploring with playdough*

Words to introduce or use during the activity:

Roll	Squeeze
Press	Cut
Sticky	Long/Short
Big/Small	Soft/Hard

Materials Needed:

Gathered items in the home to use with the play dough.

Examples:

- ☐ garlic press ☐ forks ☐ spoons
- ☐ plastic knife ☐ cookie cutters
- ☐ children's scissors
- ☐ plastic containers and lids
- ☐ toy cars, animals, etc.

What to do:

- Allow your child to explore, be creative and to be the leader.
- Name what they are doing while they are playing.
- Get involved and play WITH your child.
- Explore the different materials you have gathered and see what your child does with them.

Ideas:

- Roll different sizes of snakes. Make their sound. Use a stick, plastic knife or other object to cut them into small pieces.
- Take different play animals and press their feet into the play dough to find their foot print. Press them into a row to make them 'walk'. Talk about the differences in the foot prints.
- Use cookie cutters or plastic containers to cut out shapes. Pretend they are food and bring them over to the kitchen to have a picnic or 'a meal'.



Have fun!

**We would love to hear about all the fun things
you did next week!**

Chat Room Program

Take home activity and parent reflection



Week 2: Strategy 1

Allowing Your Child to Take the Lead -Continued

“Taking over is a natural, even instinctive, reaction on our part. However, if we want to help our child learn, we must give him a chance to express himself in his own way.”

It Takes Two to Talk A. Manolson, 1992



“It is much easier to get a sense of what is really happening when the adult is engaged with the children and sharing their experiences instead of acting as an on-looker or an instructor.”

Why should I let my child take the lead?

When a child is allowed to lead in play, it shows that you are interested in them and what they have to tell you. They feel listened to and so it helps them to feel more confident. You learn more about your child's interests and together you have more fun. A child who leads, lets us know what they need and want from us to help them learn.

How can I let my child lead?

- Sit at your child's level so that you can look into your child's eyes. Watch to see what they are interested in doing or playing with. If your child is having a hard time choosing an activity, you can help by offering a choice of two activities. Allow your child to choose which activity they want to play. If they are not interested in what you've suggested, they will communicate this to you by looking away or by pushing away the toy you are offering. They might even reach for something else. Sit back and watch what your child is interested in doing.
- Look closely and lean your body towards them. This lets them know that you are interested in what they are doing. Your child will play for a longer time and try to communicate with you if you are playing too. For example, when using pots as instruments, your child plays the drum and you play your own drum, too!
- When your child chooses a toy or activity, be interested but wait for them to look to you or until they invite you to play. While you are playing, remember to name the toys and what you are doing with them.
- If your child does not invite you to play (by passing or showing you a toy), choose a similar toy and play beside them. Imitate the noise of the toy (“vroom”, “moo”, etc.) to get their attention.
- Make comments. Pretend you are an announcer and do a play-by-play of what your child is doing. Talk at, or just above, your child's communication level.

Practice tips:

- When your child is frustrated or struggling with an activity (putting on shoes), try not to jump in right away. Wait for them to look to you for help. This encourages them to communicate with you and gives you an opportunity to talk them through their problem (and gives them the words they need to learn to ask for help!).
- **When reading a book** with your child, ignore the words on the page. Watch where your child is looking or pointing to and talk about that! You will use more language than the words written on the page. Your child will be more interested because you are following their lead. As soon as your child loses interest in the book, close it up! Reading should be fun and interactive. If reading seems more work than fun, try again at a later time. Have realistic expectations for your child when it comes to books. If your child's body needs to move, try acting out the story or choosing a more quiet time to read (e.g., when child is sitting in a high chair eating a snack).

Chat Room Program

Take home activity and parent reflection

Week 2: Activity *Exploring with a ball*

Words to introduce or use during the activity:

Roll	Throw
Bounce	Soft/Hard (Texture)
High/Low	Soft/Hard
Kick	Big/Small
Catch	Round

Materials Needed: ball

Other Ideas:

- ☐ basket
- ☐ box
- ☐ other balls
(different sizes, colours)
- ☐ hockey stick

What to do:

- Allow your child to explore, be creative and to be the leader.
- Name what they are doing while they are playing.
- Get involved and play WITH your child.
- Explore the different materials you have gathered and see what your child does with them.

Ideas:

- Practice throwing, catching, kicking the ball.
- Play a game of indoor or outdoor hockey or soccer. Use pillows indoors or rocks outdoors as markers for the goal net.
- Gather as many balls as you can find in the house. Play a game and see how many balls you can throw into a box or basket.
- Talk about the different sizes of the balls. What do they feel like? (e.g., hard, soft, squishy)
- Group the balls by colours. Then, count how many you have of each colour. Which colour do you have more of?



Have fun!

**We would love to hear about all the fun things
you did next week!**

Chat Room Program

Take home activity and parent reflection



Week 3: Strategy 2

Imitate and Interpret to Build Communication

Young children love to imitate. Start by imitating something that your child already does, especially something fun or silly like making faces or unusual sounds.

Day2DayParenting



On interpreting: These immediate attuned responses tell your baby that his communications are important and effective. This will encourage him to continue to develop these skills.

Zero to Three

Why should I imitate and interpret?

Imitate – When you *imitate* your child's sounds and actions:

- you connect with your child more easily
- your child knows that you are interested in what he does and says
- your child may imitate you

Interpret – When you *interpret* your child's sounds and actions:

- you let your child know you are trying to understand her
- you give your child words to help her learn to talk

How can I imitate and interpret?

Imitate – Copy your child's actions and sounds

- *Do what your child does. Say what your child says.*

Interpret – Say it as your child would if she could

- *Put in a word or phrase that explains what is happening.*
Child says: "uh-oh" while pointing to a hole in her pants.
You say: "Yes, a hole! A big hole!"

Practice tips:

- Comment and talk about what is happening around your child. This lets them know that you are interested and gives you a chance to tell them new and interesting things.
- Ask questions about what your child is doing or seeing. This keeps the conversation going and encourages your child to think. Don't forget to wait for an answer! This can take up to 10 seconds or more. If your child is looking at you, they are thinking...

****The content above was adapted from the book "You Make The Difference In Helping Your Child Learn" by author Ayala Manolson, a Hanen Centre publication****

Chat Room Program

Take home activity and parent reflection

Week 3: Activity *Exploring with a scarf*

Words to introduce or use during the activity:

twirl	scrunch
blow	on/off
wave	light/heavy
hiding	cover
hard/soft	start/stop

Materials Needed: scarf

Other Ideas:

- ☐ music or voice
- ☐ teddy bear or doll
- ☐ various toys or objects

What to do:

- Allow your child to explore, be creative and to be the leader. This means you should imitate their actions and words!
- Name what they are doing while they are playing.
- Get involved and play WITH your child.
- Explore the different materials you have gathered and see what your child does with them.

Ideas:

- **Scarf dancing:** Start the music and bodies will move. With a [scarf](#) in their hand, encourage your child to dance and move about freely in the open space. Use words to describe how your child is moving and copy their actions. Is your child moving the scarf with the beat of the music or song? Are they moving fast, slow, high, low, side to side, and all around? Does your child stop when the music stops? Use different types of music: fast, slow, classical, rock, salsa to keep things interesting and fun.
- **Play 'peek-a-boo':** Have your child cover their face with the scarf. Ask: "*Where is (child's name)?*" Pull the scarf off your child's face and say "peek-a-boo"! Play again but this time; wait until your child removes the scarf themselves. When they do, say "There you are!"
- **Musical 'Follow the Leader':** Play your child's favorite music and have them move freely with the scarf. Name what they are doing and follow your child's lead. Give them a cue to change their movement and continue the game.



Have fun!

We would love to hear about all the fun things you did next week!

Chat Room Program

Take home activity and parent reflection



Week 4: Strategy 3

Tempting your child to communicate

Communication temptations are used when the environment is structured so your child has to use spontaneous communication with another person in their environment.

Prizant & Wetherby, 1985



Sometimes we are SO good at reading our children and following their lead, that we end up doing things for them *before they even have a chance to communicate to us.*

Playing with Words

Why tempt your child to communicate?

Communication temptations provide opportunities for more communication with your child. They make communication fun and interesting. When you provide opportunities, your child is more likely to understand the power of communication, initiate conversation more often and learn more vocabulary.

How to tempt your child to communicate?

- Find an activity or an object that your child really enjoys.
- Get your child's attention before you start to play.
- Start the activity, have a bit of fun and model the language you want your child to use. Then, pause the activity.
- **Wait!** This is hard, but it is important! **Give your child a chance to communicate.** Watch what do they do to show you they want to continue the activity (or want more of something).
- When they communicate with you (facial expressions, gestures, sounds or words), interpret what they are communicating and name/say it as your child would if they could. Continue the activity or give them more of what they want. If your child is already using words, build on what they say by adding one or two words.
- Keep interacting and playing together until your child loses interest.
- Try these other ways of setting up the environment to provide communication opportunities:
 - ✓ put items out of reach, but in sight
 - ✓ leave out an important part (e.g., a piece of the puzzle or the paint brush)
 - ✓ use hard to operate materials (e.g., wind up toys, noise makers or containers they cannot open by themselves)
 - ✓ offer things bit by bit (e.g., crackers, juice, or blocks)

Practice tips:

- Make sure you are face-to-face with your child.
- Your child needs to actually WANT the thing you are "tempting" them with.
- Wait for your child! Remember to give your child enough time to respond. It can take up to 10 seconds or more for your child to communicate with you. Lean forward and look expectantly at your child, as if you are waiting for them to do something.
- Communication temptations should be fun and not stressful. Make sure not to provoke extreme distress or a "melt down".
- Stop when your child is no longer interested in the activity.

Chat Room Program

Take home activity and parent reflection

Week 4: Activity

Adapting the environment with wind up toys

Words to introduce or use during the activity:

help	more
open	start/stop
wind/turn	go

Materials Needed:

wind up toy

Other Ideas:

- ☐ missing items for activity
- ☐ hard to open containers
- ☐ offer a bit at a time
- ☐ bubbles (next week)

What to do:

- **Get your child's attention before you start to play**
 - ✓ get near your child and look at their face
 - ✓ say their name
 - ✓ show them the wind up toy and introduce the activity (e.g., "Let's make the (*name of toy*) go!")
- **Give your child a reason to ask you wind the toy:**
 - ✓ wind up the toy and show your child how it moves
 - ✓ repeat this a few times while modeling the language you want your child to say
 - ✓ hold the toy so they can see it, but do not wind it
 - ✓ **wait** for your child to ask you in their own way (using a facial expression, gesture, sound, word, or sentence) for you to wind the toy again
 - ✓ when your child communicates to you, wind the toy and let it go. Model the words you would like to hear (e.g., "again", "1-2-3 go!", "more", "make (*name of toy*) walk", etc.)
 - ✓ pause again before winding the toy; after each pause, wait for your child to send you a message.
 - ✓ Repeat until your child is no longer interested
- **Explore the different way that you can adapt your routines at home to encourage communication:**
 - ✓ When reading a book, wait for you child to indicate that you should turn the page. Model: "turn page"
 - ✓ Place favourite objects out of your child's reach



Have fun!

**We would love to hear about all the fun things
you did next week!**

Chat Room Program

Take home activity and parent reflection



Week 5: Strategy 4

Building communication through turn-taking

Turn-taking is a foundation for speech and language development. Think of language as a back-and-forth exchange system: one person talks while the other listens, and vice versa.

North Shore Pediatric Therapy



When you take the time to allow space for our child to communicate, you are allowing them to jump in and take their turn.

Chicago Therapeutic Preschool

Why take turns with my child?

Children who have lots of practice taking turns with their caregivers will have an easier time talking and playing with other children and adults.

When you ***take turns*** with your child, you help them:

- ✓ learn to listen to others, pay attention to non-verbal cues and know when it is their turn to participate in conversations / interactions
- ✓ develop risk-taking and problem solving skills
- ✓ build their confidence and social skills like building friendships

How can I take turns with my child?

Involve your child in taking turns with games, finger plays, conversations and sharing toys. Turn-taking requires patience and young children often struggle with this; give them time.

- ✓ Lean forward when it is your child's turn, lean back when it is your turn.
- ✓ Use your voice to help get your child get interested in the game or activity. The more excitement in your voice, the more likely they will want to participate. You can also label turns by saying "My turn" and "Your turn".
- ✓ Remember to give your child enough time to respond. It can take up to 10 seconds or more for your child to communicate with you.
- ✓ Keep eye contact with your child until they break it and remember not to repeat your question until they have broken your eye gaze.
- ✓ Keep the turns going for as long as your child is interested.

Practice tips:

- ✓ Make sure you are face-to-face with your child.
- ✓ Be aware of your body language.
- ✓ Start with physical turns like rolling a ball or stacking blocks and add the word that your child might use.
- ✓ Do not expect the turns to be balanced at the start. You will probably talk more and your child will play more. Work towards more balanced turns.
- ✓ Turn-taking is easier with a parent or trusted caregiver. Introduce turn-taking with other children after they can take turns with you.

Chat Room Program

Take home activity and parent reflection

Week 5: Activity *Exploring with bubbles*

Words to introduce or use during the activity:

bubbles	lots / few
big/small	sticky
messy	catch
pop	round

Materials Needed: bubbles

Additional materials for more turn-taking: balls, toy cars, blocks, simple board games

What to do:

- ✓ Take turns blowing the bubbles / popping them and playing WITH your child.
- ✓ Label turns by saying “**My** turn” and “**Your** turn”. Also, name what they are doing while they are playing.
- ✓ Give your child time to take their turn.
- ✓ Remember that children learn to take turns with adults first and with children later. They may need to take longer turns than the adult but eventually the turns will become more balanced.

Ideas:

- Additional ways to play with bubbles: Guide your child in learning how to hold the bottle and blow bubbles. Talk about how many bubbles there are (e.g., lots or just a few). Try catching the bubbles on your finger or the wand; can you stack 2 bubbles without popping them? Pop the bubbles. As you pop the bubbles, make sure you say “one bubble, two bubbles, etc.”.
- Explore the different materials you have gathered and see what your child does with them. Roll a ball to each other; build a block tower: take turns adding the block;



Have fun!
**We would love to hear about all the fun things
you did next week!**

Chat Room Program

Take home activity and parent reflection

Week 6: *Celebrating success and review strategies*



"Every word you say builds your child's brain."

<https://www.babble.com/parenting/how-to-build-your-childs-brain-the-power-of-parent-talk/>



Why communicate (talk and listen) with my child?

Communication skills are important for success in school and in life.

WHY?

- ✓ build your child's brain (make neural connections before 3 years of age)
- ✓ build your relationship with your child (bonding/trust)
- ✓ build good relationships and social skills
- ✓ develop their language abilities
- ✓ build bigger vocabularies
- ✓ prepare your our child for lifelong learning
- ✓ develop better reading skills

How can I communicate more with my child?

- ✓ Know that you are always communicating with your child and try to make the most of everyday activities.
- ✓ Choose times when you and your child are relaxed and happy to work on building their skills.
- ✓ Keep it fun and stop when your child loses interest.
- ✓ Remember the strategies and keep practicing them at home.
 - ◆ Allowing your child to take the lead
 - ◆ Imitate and interpret to build communication
 - ◆ Tempting your child to communicate
 - ◆ Building communication through turn-taking

Remember to use first language with your child.
You will use more gestures, words and expose your child to your culture.

Good Practices

- ✓ Sit face to face and at the same level as your child. They need to see your face and how you are moving your mouth & tongue to make sounds.
- ✓ Make sure questions are open-ended. Avoid asking "yes" or "no" questions.
- ✓ Wait 10 seconds for your child to answer you when you ask a question. If your child is looking at you, they are still thinking. Be patient!
- ✓ Avoid asking your child to "say this". Instead, offer them choices to choose from.

Take time to celebrate the little successes!!

Chat Room Program

Take home activity and parent reflection

Week 6: Activity

Building communication through book making and story telling

Words to introduce or use during the activity:

Pick interesting vocabulary from the book.

book	read	title
page	look	story
picture	show	words
	turn	

Materials Needed:

children's books:
picture books; flap books,
non fiction
photo albums
home-made books
flyers and catalogues
felt stories

What to do:

- ✓ Choose books that are interesting to your child. (see ideas above in material needed)
- ✓ Get comfortable. Make sure you can see your child's face.
- ✓ Tell the story in any language!
- ✓ Pay attention to what interests your child and talk about that or talk about the pictures.
- ✓ Be animated: use funny voices, gestures and facial expressions.
- ✓ Take turns talking about the picture and the story.
- ✓ Ask open ended questions like: "What will happen next?" or "How do you think she is feeling?"
- ✓ Teach new words: books have lots of new and interesting words to help build vocabulary.
- ✓ Re-read/ re-tell the story over and over again!

"Before they even understand what words and books are about, young children still benefit from listening to you read aloud. And by making books a part of your daily routine, you're setting the stage for future success in school, work and life."

<https://kidcentraltn.com/article/benefits-of-reading-to-your-child>



Have fun!
Keep the conversation going.

Chat Room Program

Take home activity and parent reflection



Note to facilitator: The program recommends giving each family a photo album (See Appendix VI) of themselves involved in the weekly activities during this last session as well as a take home activity related to books and story telling. You can provide the family with an age appropriate book for the child or the materials for a homemade book or felt story.

See handout below for ideas of take home activities.


Chat Room Program

Take home activity and parent reflection



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Book and Felt Story Making Websites

Books	Felt stories
http://www.dltk-teach.com/minibooks/ 	https://storytimekatie.com/2014/02/07/flannel-friday-five-little-ducks/ 
http://daycareinventory.com/how-to-make-our-own-homemade-alphabet-book-for-daycare-learning/ 	http://www.makinglearningfun.com/themepages/SpideritsyBitsyFeltBoard.htm 
http://www.icanteachmychild.com/make-it-ziploc-my-body-book/ 	http://www.dltk-teach.com/books/brownbear/index.htm 
http://www.things-to-make-and-do.co.uk/paper-and-card-projects/books/easy-to-make-books.html 	http://www.earlylearningactivities.com/PDF/fsf.pdf 

Chat Room Program

Take home activity and parent reflection

Week 6: Provide families with a copy of the First Words strategy sheet: Using Reading To Promote Language Development

USING READING TO PROMOTE LANGUAGE DEVELOPMENT

It's never too early or too late to start reading to your child. Read to your child often; it helps to develop listening, thinking, language and reading skills. Keep reading materials around the house (comic books, magazines, library books).

For babies and toddlers:

- Let your child choose the book.
If he only looks at one page or two, don't worry. Keep the book out as he might return to it later.
- Be face-to-face while you make reading fun. Use an animated voice. Add puppets or stuffed toys, sounds, gestures, actions and words.
- Use books with lots of pictures. Name the pictures (i.e. "Look its a horse," or "I see a truck") and take turns talking about the pictures.
- Read their favorite books over and over – this helps them learn new words and understand the story better.
- Let your child fill in the blanks with words (i.e. "Dora said ____"). Ask her simple questions (i.e. "Who is next?").



For preschoolers

- Choose all kinds of books. Start with books they like. Keep the story simple. As your child gets to know the book, add new, more complex words to the story and use longer sentences.
- Read the stories often. Leave out familiar words or parts of the story for your child to fill in (i.e. "Once there was a bear who loved to ____").
- Talk about the cause of events by asking: "Why? How come?". Help your child predict the next event.
- Write and read together. Write a story line under his art picture, a shopping list or put up signs around the house at your child's eye level (i.e. "Dog food" and "Close the door"). Read labels on shampoo bottles, words on cereal boxes or the street names together.
- Talk about 'words' and 'letters' as you point to them. Use books with rhyming words or with a focus on a specific sound. Make the link between the letter and the sound (i.e. "Mmmmmilk starts with 'sss' or 'mmm'?").



Be a great "bookworm"!

Before reading, show them how to use books. Start by looking at the cover, point out and read the title and the author's name. Look at pictures from left to right. Talk about the characters and the pictures on the cover. Ask questions like "WHAT do you think the story will be about? WHO will be in the story? WHAT will happen?". Take turns turning pages.

During reading, talk about the pictures. Ask thinking and predicting questions (e.g. "What's going to happen next? What would you do?"). Link the story to the child's life. Ask them to tell you what just happened – in their own words while using the book. Talk about the character's feelings. As you read the words, run your finger under them and name some letters in the words (e.g. "Look, DOG starts with d").

After reading, talk about the main idea and the sequence of events. Keep the story alive: draw the story together, tell the story to someone else, have a puppet show about the story or have a special snack related to the book (e.g. fish crackers after "The Rainbow Fish").

Questions?

Call Ottawa Public Health
613-580-6744 or 613-PARENTS

www.firstwords.ca

July 2017



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The Chat Room Program

Appendix VI – Photo Album Sample



The Chat Room

Playgroup

Helping you build your
child's speech and
language.



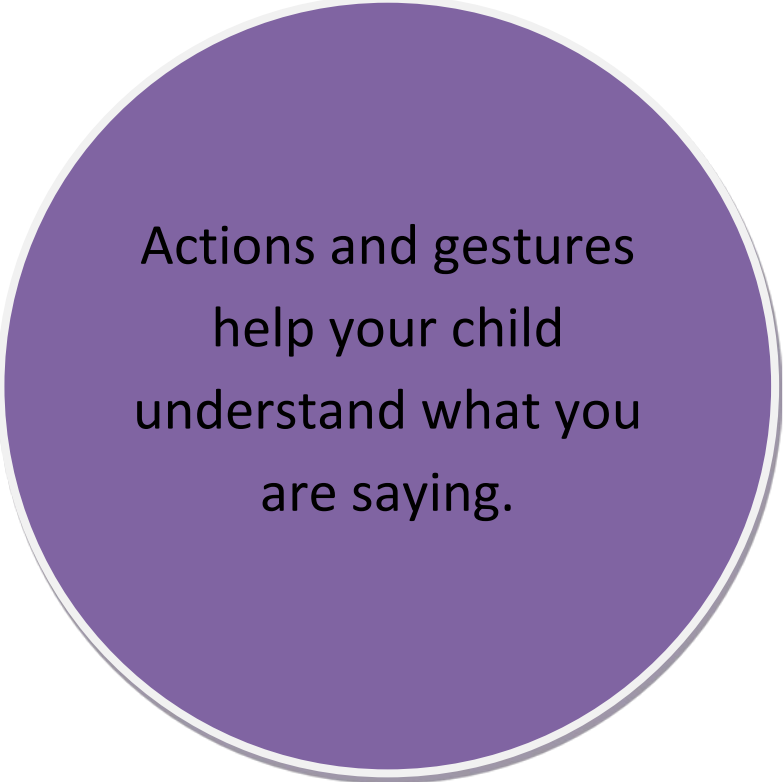
A partnership between

Ontario Early Years Centres
A Place for Parents And Their Children.




Centres de la petite enfance
Un endroit pour les parents et leurs enfants.

Strategy cards to insert into individual picture books

A large purple circle with a thin white border, centered within a white rectangular frame.


Actions and gestures
help your child
understand what you
are saying.

A large blue circle with a thin white border, centered within a white rectangular frame.


Repeat what your
child says and add 1
word to help build
their language.

Child: "Car"
You: "*Red* car"

Strategy cards to insert into individual picture books




*Be face-to face
with your child.*



Imitate: Copy your
child's actions or
sounds.

Interpret: Say it as your
child would if he could.
Child: "Uh-oh!"
You: "Broken. Your toy
is broken."

Strategy cards to insert into individual picture books

A large orange circle with a thin white border, centered within a white rectangular frame.


Play, talk, sing and
read to your child to
help build their
language.

A large blue circle with a thin white border, centered within a white rectangular frame.

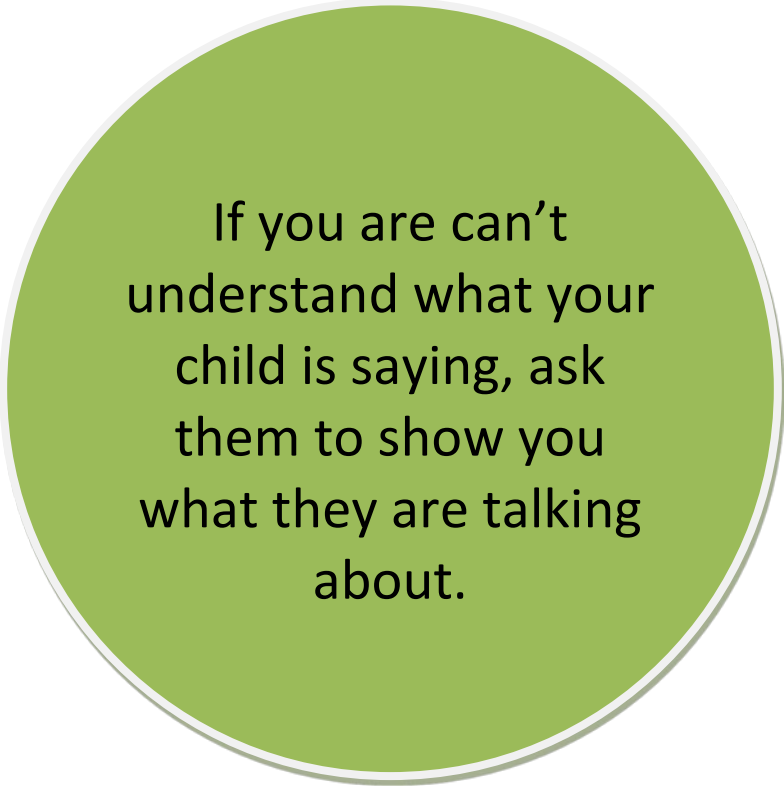
**Take turns while
playing.**

Follow-the-leader dance party
Build a brick tower and knock it down
Roll a ball or play catch together
Play peek-a-boo

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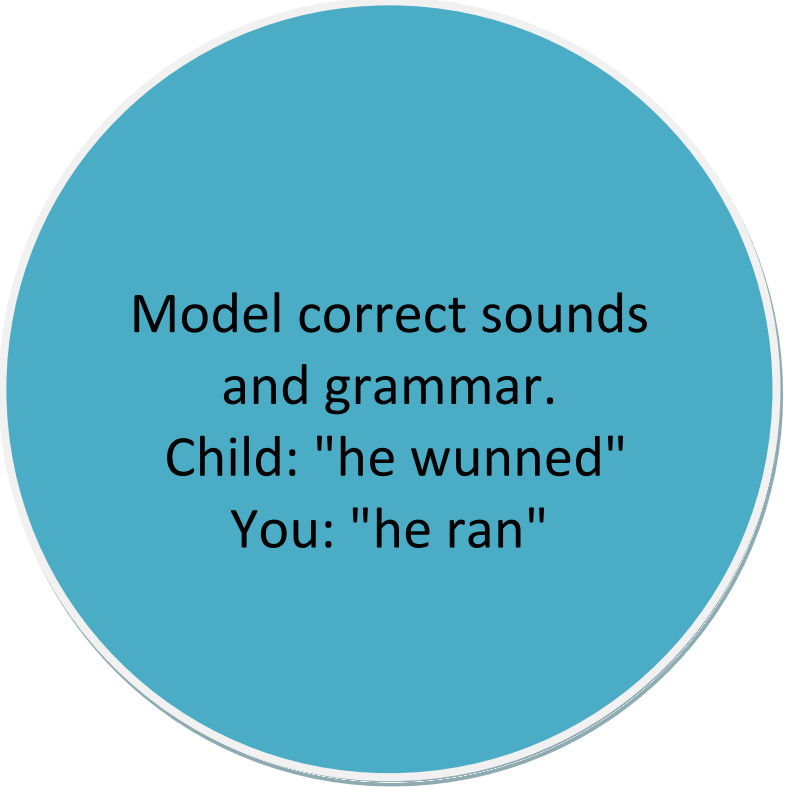
A blue circular strategy card with a white border, centered within a white rectangular frame.

Talk to your child about new places and experiences, before you go, while you are there and when you get home.


A green circular strategy card with a white border, centered within a white rectangular frame.

If you are can't understand what your child is saying, ask them to show you what they are talking about.

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Model correct sounds
and grammar.
Child: "he wunned"
You: "he ran"



Allow your child to
take the lead in their
play. Let them choose
what and how to play
with a toy.

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*Wait 10 seconds for your
child to respond after
asking a question or giving
an instruction.*

*If they are looking at you,
they are still thinking!*



premiers
mots
first
words

Preschool Speech and Language Program of Ottawa

Le programme de services de rééducation de
la parole et du langage d'Ottawa

Talk by 2 and Beyond! • À 2 ans, on parle, et Ça ne s'arrête pas là !



To find out more:

firstwords.ca • premiersmots.ca

Pour en savoir plus:

Chat Room Manual – PICTURE BOOK

Example of front/back cover and one of the strategies with (stock) photo

