



Daily Living: Cooking

Making a salad or baking cookies together is a delicious way to encourage use of longer phrases, descriptions, action words and sequencing.

- Use the Word/Concept Bank below to help you **comment** on and **label** the items you will use while cooking. Repeat the words as you cut, stir, and taste. **Match** and **expand** as you use words or phrases that are just a bit longer than your child's (*Child*: "Cut" *Parent*: "Cut the carrot.").

- Play games to describe items you are using ("I'm thinking of a vegetable that is long and orange. Bunnies like to eat them.").

- Try a **choice question** to give your child a hint ("Should we use the red bowl or blue bowl?"). Or you can use an **open-ended question** ("What else goes in our salad?").

- Avoid asking "What's that" too much. Try **choice questions** or simple questions with a rising question intonation ("Do you want to mix the salad with the big spoon?"). Your model will help your child produce longer phrases.

- **Do the unexpected** to make your child laugh and create a reason to communicate. Try putting a bowl on your head or pick up the wrong ingredient then **wait** for your child to respond. Don't be afraid to be silly!

- Use **sequence** words like first, second, last, and all done as you cook together.

Word/Concept Bank

<p>Labels Knife, fork, spoon, bowl, plate, cup, stove, refrigerator, sink, towel, food items</p>	<p>Describing Words Little, tiny, long, huge, gigantic, enormous, medium, circle, square, colors, numbers, sharp, hot, cold, delicious, yummy, yucky, sticky, juicy, wet, dry</p>
<p>Action Words Mix, stir, pour, put, cut, wash, dry, want, need, taste, open, close</p>	<p>Spatial Words Up, down, next to, under, over, in</p>
	<p>Sequence Words First, then, after, next, last</p>



Daily Living: Getting Dressed

No matter what your child likes to wear – shorts, rain boots, a hat or a tie – getting dressed is a language rich opportunity

- **Comment** on and **label** the clothes your child wears. You can describe items by color (“A green shirt and black skirt.”), body part (“Shoes go on your feet.”) or function (“Your jacket keeps you warm.”).

- Talk with your child about the common steps and sequences for getting dressed. **Label** each step (“First we put on our underwear; then we put on our shirt and pants; last we put on our shoes.”). **Follow your child’s lead** and let her select her clothes, when possible. She may need more time to complete each step and she may choose unusual color combinations but her increased interest may lead to more language.

- **Avoid anticipating** and create a reason for your child to communicate. If you see that his shoes are untied, **wait** before tying them. If he doesn’t notice, point to his shoes but continue to **wait**. Then, **match** and **expand** his words or gestures (*Child*: “Shoe.” *Parent*: “Let’s tie your shoe.”).

- **Do the unexpected** by putting socks on hands or putting arms through pant legs. Laugh and have fun while creating language opportunities. **Wait** and then **match** and **expand** to help your child tell you what to do.

Word/Concept Bank

<p>Labels Shirt, shorts, skirt, dress, jacket, underwear, shoes, sandals, boots, tie, bow, zipper, button, snap</p> <p>Describing Words Dirty, clean, cold, warm, pretty, handsome, itchy, soft</p> <p>Spatial Words Over, on, in, up, through</p>	<p>Action Words Tuck, put on, pull on, take off, zip, button, snap</p> <p>Sequence Words First, next, after, then, all done</p>
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Daily Living: Getting Ready

Every day hands need to be washed, teeth need to be brushed and hair needs to be combed. These are great opportunities to practice using labels, action words, phrases and sentences.

- Use the Word/Concept Bank below to **comment** and **label** the items you will use. Repeat the words as you brush, comb, braid, and rinse. **Match** and **expand** as you use words or phrases that are just a bit longer than your child's.
- Talk with your child about the common steps she does to get ready every day. **Comment** on and **label** each step ("First you wash your face and then you comb your hair. After breakfast, you can brush your teeth. We brush our teeth to keep them healthy.").
- When you purchase items for your child (e.g., toothbrush/toothpaste, hair accessories/products), **follow your child's lead** and let him choose acceptable options. Selecting products may increase a child's interest, which can lead to more communication.
- **Use good questions** to help your child learn and remember common grooming steps. If your child appears unsure about which step to do first or which items to use, you may use a **choice question** to help her remember ("Do you need the toothpaste or the soap to brush your teeth?"). When she responds, **match** and **expand** her words or gestures (*Child*: "Paste" *Parent*: "Right, you need toothpaste.>").
- **Do the unexpected** by giving your child the toothpaste but don't remove the cap as you usually do. **Wait** for her to notice and respond. **Match** and **expand** her words or gestures (*Child*: "Open." *Parent*: "OK...open the toothpaste. Take the top off.>").

Word/Concept Bank

<p>Labels Toothbrush, toothpaste, comb, brush, gel, soap, water, towel, mirror, tangles, ribbons, deodorant braid, part</p>	<p>Action Words Wash, dry, brush, comb, start, finish, open, close</p>
<p>Describing Words Dirty, clean, cold, warm, pretty, handsome, wet, dry, smooth, bumpy, slippery</p>	<p>Sequence Words First, next, after, then, last</p>



Daily Living: Grocery Shopping

Pick up some language-rich opportunities while you're shopping for this week's fruits and vegetables.

- When you purchase items, **follow your child's lead** and let him choose between a few acceptable options. Allowing him to choose his favorites may give him a sense of independence and give him a reason to communicate more information because greater interest leads to more language.

- Talk with your child about the common items and categories you need to buy. **Comment** on and **label** each category or item as you shop ("First we need fruit – how about some apples and tangerines? Let's see what other fruit we can name."). Try bringing a list or pictures of fruits, vegetables, meat, or cereals that your child can use to communicate as you shop for groceries together.

- **Use good questions** to help your child make choices in the store. You may use **choice questions** ("Do you want green apples or red apples?") or **closed-ended questions** to help your child express ideas ("What would you like for breakfast?"). If your child needs more help, use a yes/no question ("Do you want chicken for dinner?"). When he responds, **match** and **expand** his words or gestures (*Child*: "Chicken." *Parent*: "I want chicken.").

- When you get home, **do the unexpected** to create an opportunity for your child to communicate. Put the cereal in the refrigerator but don't close the door and **wait** for your child to notice. When she does, match and expand her words or gestures (*Child*: Points to the freezer and says, "Here." *Parent*: "OK. I'll put ice cream in the freezer.").

Word/Concept Bank

Labels Fruits, vegetables, chicken, fish, cereal, bread, milk, candy, pizza, money, credit card, bag	Action Words Eat, want, buy, wash, carry, pay, open, close
Describing Words Good, bad, yucky, yummy, more, sweet, healthy	Sequence Words First, next, after, then, last
Spatial Words On, in, up, next to	



Daily Living: In the Bath

As you scrub and splash and clean behind the ears, you can help your child practice using new labels, action words, phrases and sentences.

- **Label** various body parts as you wash and play. Try to use higher level words like cheek, knee, elbow, forehead when your child is ready. **Comment** as you wash and play and dry. **Label** or name the body parts, the toys, the soap and shampoo. Repetition will help your child learn new labels and action words.

- Watch your child to see what she enjoys doing then **follow your child's lead**. Maybe she likes to wash her doll's hair or splash with her dinosaur. Take time to have fun together! This will lead to greater interest, which will lead to more language.

- **Use good questions** to help your child learn new words and ideas. **Choice questions** provide a hint so your child can answer using new words ("Do you want to wash your toes or your knee first?"). When he responds, **match** and **expand** his words or gestures (*Child: "Toes." Parent: "OK. Let's wash your toes first."*). Try to avoid asking "What's that?" many times. Use a rising question intonation to provide support and your child may imitate (*Parent: "Do you want the rainbow washcloth?" Child: "Rainbow."*).

- When you **do the unexpected**, you create a reason to communicate. Put a small amount of water in the tub and invite your child to step in. **Wait** for her to notice and respond. **Match** and **expand** her words or gestures (*Child: "More." Parent: "Yes, we need more water."*).

Word/Concept Bank

<p>Labels Body parts, water, soap, bubbles, towel, washcloth, shampoo</p>	<p>Action Words Wash, dry, splash, pop, sink, float, play, rub, clean, open, close</p>
<p>Describing Words Dirty, clean, cold, warm, wet, dry, slippery, more, colors, numbers</p>	<p>Sequence Words First, next, after, then, last</p>
	<p>Spatial Words On, in, up, next to</p>



Daily Living: Laundry

Darks, whites, and colors ...we all have to wash our clothes. Why not support your child's use of language while doing the laundry?

- **Comment** on and **label** the items you see and use while collecting, sorting, and folding your clothes. Describe each item by color or family member (“Adam’s shorts.” or “Daddy’s pants.”). Describe items as you separate lights and darks (“The white shirt goes with the white socks”) and sort items by type when you fold and put them away.

- Talk about the common steps and sequences as you do the laundry. **Label** each step (“First we open the washer; then we put in the clothes; then we add the soap; and last we push the button to start the washer.”). Let your child help when you can.

- **Do the unexpected.** While moving laundry from the washer to the dryer, stop and **wait** for your child to notice and comment. **Match** and **expand.** If needed, model with a rising question intonation (“Time to put the clothes in the dryer?”). Try moving one article of clothing at a time to provide repetition (“Put the white sock in the dryer.” “Put Dad’s shirt in the dryer.”).

- Take turns as you do the laundry. Use the words “My turn” and “Your turn” as you put clothes into the washer and take them out. This will help your child practice taking simple turns in a conversation or game.

Word/Concept Bank

<p>Labels Soap, coins, washing machine, Laundromat, dryer, fabric softener, basket, water, detergent</p>	<p>Action Words Wash, dry, fold, put in, take out, start, stop, pour, wait</p>
<p>Describing Words Dirty, clean, stop, start, wet, dry, finished, same, different</p>	<p>Sequence Words First, next, after, then, last</p>
	<p>Spatial Words In, out, on, under, on the top, on the bottom</p>



Daily Living: Pets

Whether it's furry or scaly, your pet is a beloved member of the family. Support your child's language use while taking care of your pet.

- Use the Word/Concept Bank (below) to **comment** and **label** as you play and care for your pets. **Match** and **expand** to describe the things you see (e.g., dog, cat, fish, aquarium, leash, collar, bowl, dog food) and do (e.g., walk, feed, pet, love, chase, brush).
- Talk with your child about the common steps for taking care of your pet. **Comment** on and **label** each step ("First we change Fido's water and then we give him some food. After he's finished, you can give him a treat.").
- When purchasing items for your pet, **follow your child's lead** and let her choose between a few acceptable options. Letting her help may give her a sense of independence and help her take on additional responsibility for your pet's daily routine.
- **Use good questions** to help your child learn and remember common pet care steps. If your child appears unsure about which step to do first or which items to use, you may use a **choice question** to help her remember ("Does Sammy need food or should we brush him first?"). When she responds, **match** and **expand** her words or gestures (*Child:* "Food." *Parent:* "Right, she needs food.>").
- **Match** and **expand** your child's words or gestures while you play with your family pet (*Child:* "Go!" *Parent:* "Go catch, Peanut!").

Word/Concept Bank

<p>Labels Toy, food, water, bowl, treat, brush, dog, puppy, cat, kitten, rabbit, chickens, fish tank, fish, goldfish, turtles, hamsters, rabbits, cage.</p>	<p>Action Words Clean, play, give, drink, eat, catch, brush, love, snuggle, pet, fill, open, close, carry, touch, walk</p>
<p>Describing Words Hungry, dirty, clean, cold, warm, old, young, happy, tired, soft</p>	<p>Spatial Words On, in, up, next to, last</p> <p>Sequence Words First, next, after, then</p>