

Help Me Get Ready to Read!

► **Comfort me!**

► **Sing with me!**

► **Read with me!**

► **Pretend with me!**

► **Say nursery rhymes!**

► **Listen to me, and respond warmly!**

► **Wait LONGER for me to respond!**

► **Draw pictures and scribble with me!**



- 16 Gestures by 16 Months: www.firstwordsproject.com
- Nippising Screens: www.endds.com (for screen to be sent to your email regularly)
- Speech & Language Milestones (Chinese, Arabic, Farsi, German, Italian, Korean, Polish, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Urdu, Vietnamese) www.children.gov.on.ca/htdocs/English/earlychildhood/speechlanguage/index.aspx

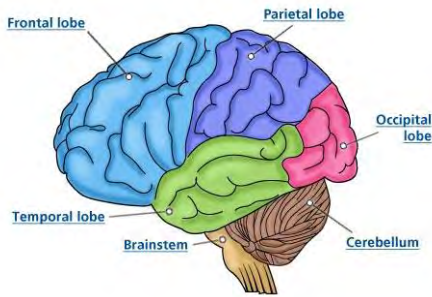
Go to www.simcoecommunityservices.ca

(click on EarlyON Child and Family Centre then click on Literacy link)

For Preschool, Toddler, and Infant Early Literacy Booklets, activity calendars, videos, & more!

Stages of Play, Language, and Literacy Development

	Pretend Play Development	Language Development	Literacy Development
Birth-3 mths	-looks at & follows objects with eyes -out of sight, out of mind	-by 3 months, baby begins to "take turns" cooing and gurgling	-likes looking at black & white patterns -likes rhythm in voice when reading/singing
3-9 months	-baby mouths and shakes things -loves Peek-a-Boo, Pat-a-Cake, etc... -looks at, feels, drops & throws things	-purposeful eye contact- watches your face when you speak -has different cries for different needs -babbling begins	- explores books by putting them in their mouths, banging them, looking carefully -needs board books, plastic & cloth books
9-13 months	- bangs 2 objects together -puts one object into, or on top of another object (like stacking rings or blocks) -experiments with sand, water, play dough -takes turns (with actions & sounds) with an adult (passing object back & forth)	-responds to his/her name by 9 months -follows simple one step directions by 12 months -if baby wants something: s/he points , looks at object, makes a sound, looks at you, looks back at object, then you -uses gestures (e.g. waving "bye-bye") -brings toys to show you	-baby looks at pictures, and is interested in the rhythm, rhyme, repetition, & highs and lows of your voice when reading -likes REAL photos/pictures -"touch & feel" books, books with flaps -baby starts to point to things in the book
13-18 months	Pretends on Self: feeds self with cup/spoon and pretends by making eating actions & sounds, pretends by sleeping on doll's bed/pillow, sitting on doll's chair, dressing self with doll's clothes	First words: (up, gone, book, juice, no) -understands words even when person/object not there -identifies several body parts when asked -by 18 months , says about 20 words consistently -"mama" can mean: "where's mama?" "That's mama's purse."	-likes real pictures of things that they can point to and name (body parts, food, animals) -points to objects on the page when asked -likes singing songs and doing actions (Head & Shoulders, Wheels on the Bus, etc.)
18-24 months	Pretends on Others: (dolls, adults, toys) -hugs/kisses/walks/dresses/washes doll -combs doll's hair, lies doll on a pillow/bed, sits doll in a chair, (does things adults do)	Talking growth spurt! -follows simple 2 step directions -uses at least 100 WORDS by 2 years , including action words -begins to put 2 words together (my truck!)	-enjoys short stories OR a short explanation of what is happening on the page -will point and talk @ book if we give them a chance! (hint: don't talk all the time!)
24-36 months	Pretends in a Sequence: sequences are planned & follow a logical order (feeds & bathes doll, reads story, then puts doll to bed) -acts out scenes of familiar events -child makes the doll (or teddy) do actions -begins to pretend without realistic props -group play is short...learning to cooperate -starts to create mental symbols so imaginary objects can be used in play	-understands who, what, where, & why questions -begins 3-word sentences (that my juice!) -asks "Why?" a lot -tells a lot of little (hard to follow) stories -is understood by strangers 75% of the time -creates long sentences combining at least 5 words -sings simple songs -takes turns in conversation -uses some adult grammar (e.g. mommy's coat, I jumped)	-likes books about things they know about (new baby, trip to the doctor, taking a bath) -guesses at what might happen next -likes to fill in words or sentences that they know in pattern books (books that repeat the same lines over and over - e.g. I like it when..., I like it when..., I like it when...) -answers questions about what the characters are <i>doing or feeling</i>

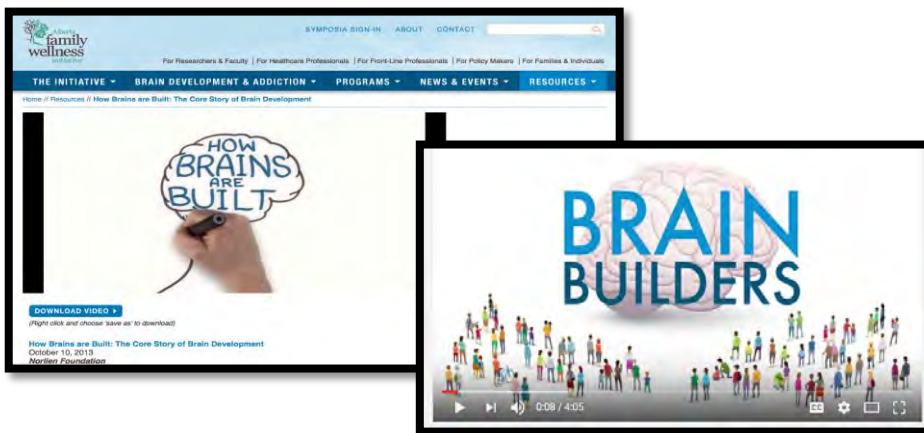


To Help Toddlers Be Ready to Learn...

We Need to Help them Build Healthy Brains!



Go to **YouTube**, and search **"Alberta Family Wellness"** for a group of **17 different 3-4 minute video clips**.



- How Brains are Built: The Brain Development
- Executive Function
- Toxic Stress
- Serve & Return
- Brain Architecture

Core Story of

"The major difference between brain development in a child versus an adult is a matter of degree: **the brain is far more impressionable** (neuroscientists use the term plastic) in early life than in maturity.

This plasticity has both a positive and a negative side. On the positive side, it means that young children's brains are more open to learning and enriching influences. On the negative side, it also means that young children's brains are more vulnerable to developmental problems..."

(Retrieved from: <https://www.zerotothree.org/resources/series/frequently-asked-questions-about-brain-development> April 12, 2017.)



Ten Tips for Getting Toddlers Ready to Read!

Here are ten of the most important things that you can do to make sure that learning in school is easier, more interesting, and fun **later on!**



1. Get **face-to-face** & pay attention to what interests **THEM**. Follow their lead by **copying what they do** and **waiting** (with enthusiasm) to **see if they will take turns with you**.
2. Sing **songs & nursery rhymes** often. Do **actions** for the songs and rhymes. **Leave off last words**.
3. **Pretend with your Toddlers!** Take your stuffed animals, rubber duckies, etc. and make them talk!
4. **Look at books** and point to the pictures. **Name** things, or **describe & explain** things.
5. **Read aloud** with **enthusiasm** in your **voice & facial expressions**. Make your voice go high, low, fast, slow, loud, & quiet.
6. **Get excited about learning** about the people, places, & things in our world! Wherever you go (places you visit, what you see on TV or on the Internet, and in stories), **TALK** about what you see and read. **Learn some new words!**
7. Have fun with **rhyming**. Say “Hey! That rhymes! Those words sound the same!” **Be silly!**
8. **Ask questions & make comments** about what the characters in the books you read are **feeling**, or about what may happen **next** when reading aloud. Help them **relate stories to their own lives**.
9. **Make regular trips to the Library**. Let your children pick out lots of books, pick out some that **you** think would be fun to read to them, & books you want to read to yourself too!
10. **Comfort your toddler**. Toddlers have a lot of overwhelming feelings. When we tune in to our toddlers and help them handle these feelings, they will be calm and alert and ready to learn!





How IS Your Child Developing?

Early Screening Matters is a **developmental screening initiative** for infants, toddlers and preschoolers in Simcoe County.



Early Screening Matters encourages **regular conversations** about a **child's development** with Early Years Professionals including:

- Ontario Early Years Centre (OEYC) Program Facilitators
- Early Childhood Educators in Licensed Child Care Centres
- Community Action Program for Children (CAP-C) Program Facilitators
- Health Care Providers and Public Health Nurses.

Early Screening Matters urges parents to **keep track of their child's milestones** right from infancy. Milestones are things most children can do by a certain age. Screening helps all parents see if their child's **development is on track**.

Free services are available to **support parents** with their child's development. Together with parents, screening can help identify services that may be **helpful**.

If you have questions/concerns about your child's development, speak with one of the above professionals. Alternatively, you can access a free **telephone developmental screening** of your infant, toddler or preschooler by calling Children's Developmental Services **705-739-5696** or **1-800-657-1979**.

The earlier we work together the better.





Parents and Caregivers Matter



- Respond to and comfort your child.
- Sing, play and read with your child.
- Listen to and talk with your child.
- Have regular conversations about your child's development with your Ontario Early Years Centre Staff, Child Care Centre Staff, CAP-C Program Facilitator, Health Care Provider or Public Health Nurse.

Early Development Matters

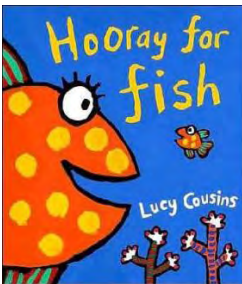
- Your child's brain develops quickly. What happens early matters.
- What children experience during pregnancy & from the day they are born affects how they learn, make friends & feel.
- Warm and engaging relationships build healthy brains.
- Safe & interesting environments have a positive impact on children's development.



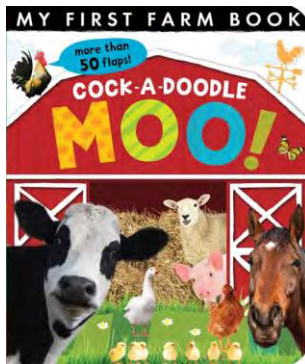
Early Screening Matters

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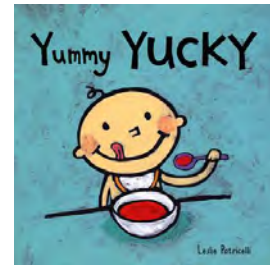
Great Books for Toddlers



Hooray for Fish by Lucy Cousins



Cock-a-Doodle Moo (Tiger Tales)

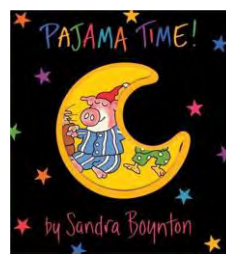
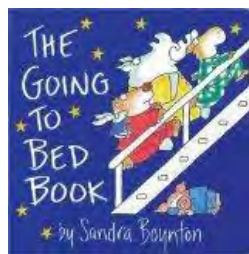


Yummy Yucky by Leslie Patricelli

- ▶ Toddlers love **sturdy board books** that have **sturdy flaps** they can lift
- ▶ Toddlers love **SOUND EFFECTS**
- ▶ Toddlers love things they can **touch and feel**
- ▶ **Toddlers love books when you use your own words** (not always the words from the book)
- ▶ Toddlers love it when you are **enthusiastic with your voice and facial expressions**: Make your voice go **up/down, fast/slow, loud/quiet**
- ▶ Toddlers love it when you read books that **repeat the same thing over and over so that they can join in!**
- ▶ Toddlers love books about **things that they can relate to** (going to bed, eating), and the conversations you have while reading with them



Can You Make a Scary Face?
(Jan Thomas)



Books by **Sandra Boynton**



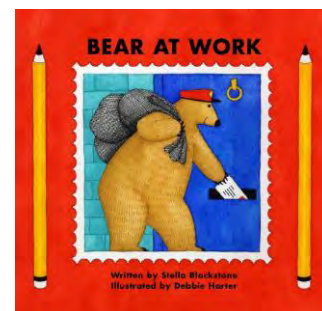
Going to Grandma's House
(Cottage Door Press)



Put a basket of books in every room!



Fisher Price "Lift the Flap" books with LOTS of little flaps to lift and things for you to talk about with your toddlers.



Bear at Work - Stella Blackstone (and other Barefoot Books)



The Health Benefits of Singing!

Singing boosts the immune system!

Scientists tested the blood of people who sang in a professional choir in the city, before and after a 60-minute rehearsal. They found that concentrations of immunoglobulin A - proteins in the immune system which function as antibodies - and hydrocortisone, an anti-stress hormone, increased significantly during the rehearsal. A week later, when they asked members of the choir to listen to a recording of the music *without* singing, they found the composition of their blood did not change significantly.

(Journal of Behavioral Medicine December 2004, Volume 27, Issue 6, pp 623-635)



Singing Strengthens Emotional Bonds

Singing is a super-charged way of connecting to your baby. It has the element of human interaction that little ones crave and need for their cognitive, language, and emotional development.

(<http://www.psychologytoday.com/experts/kimberly-sena-moore>)



Singing Can Prevent Language Issues!

Sally Goddard Blythe, director of the Institute for Neuro-Physiological Psychology, says that not enough emphasis is put on **singing** in the early years. In fact, she goes as far as to claim that **singing to infants can actually help prevent language issues** later in life!

Singing starts in infancy. **Babies sing to themselves**. Like the infant, we sing because we feel good and singing makes us feel even better. **Preschool and kindergarten teachers have known for a long time that children learn best through songs**. They remember the material easier and it is easier to keep them engaged in the activity.

Singing Releases Endorphins and is Good for you in SO many ways!

According to Professor Graham Welch, Director of Educational Research, University of Surrey, Roehampton, UK:

http://www.singup.org/fileadmin/singupfiles/The_Benefits_of_Singing_for_Adolescents_by_Professor_Graham_Welch.pdf

- Singing **releases endorphins** into your system and **makes you feel energized and uplifted**.
- People who sing are **healthier** than people who don't.
- **Singing can lift your mood and act as an anti-depressant without side effects**.
- Singing **tones abdominal and intercostal muscles** and the diaphragm, and **stimulates circulation**.
- Singing **makes us breathe more deeply than many forms of strenuous exercise**.
- Singing improves your mood. **It releases the same feel-good brain chemicals as sex and chocolate!**
- Singing relieves stress and **improves sleep**.
- Singing **releases pain-relieving endorphins**.
- Singing **improves posture**.
- Singing **increases lung capacity**.
- Singing **clears sinuses and respiratory tubes**.
- Singing **improves mental alertness**.
- Singing **tones your facial and stomach muscles**.
- Singing **increases our self-esteem and confidence**.



Action Songs



Twinkle, Twinkle, Little Star

Twinkle Twinkle Little Star, (put hands up, wriggle fingers)
How I wonder what you are. (finger to head, thinking)
Up above the world so high, (point up)
Like a diamond in the sky, (make a diamond up high)
Twinkle, Twinkle, Little Star (put hands up, wriggle fingers),
How I wonder what you are. (finger to head, thinking)



Hokey Pokey

(stand in a circle)
You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about.
You do the Hokey Pokey (dance),
And you turn yourself about (turn around),
That's what it's all about! (clap!)
You put your _____ (foot, tongue, arm, etc.) in...



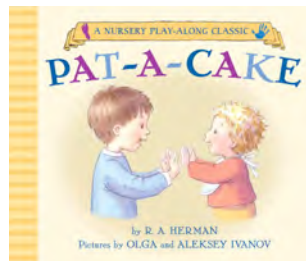
If You're Happy and You Know It!

If you're happy and you know it, clap your hands!
If you're happy and you know it, clap your hands!
If you're happy and you know it,
and you really want to show it,
If you're happy and you know it, clap your hands!
► Stamp your feet! ► Shout hooray! ► Do all three!



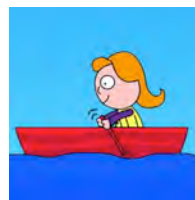
Roley Poley

Roley Poley, Roley, Poley (roll one arm around the other)
Up up up, (push hands up, up, up)
Up up up, (repeat)
Roley Roley Poley, Roley Roley Poley (keep rolling!)
Down Down Down (push hands down, down, down)
Down Down Down (repeat)
(Repeat, but push hands OUT & IN).
(FAST & SLOW, then LOUD & QUIET)



Pat-a-cake

Pat-a-cake, pat-a-cake, Baker's Man.
Bake me a cake as fast as you can.
Pat it. And roll it. And mark it with a /k/
(say first **sound** in child's name)
And put it in the oven for (Christopher) and me.



Row, Row, Row, Your Boat

(Children sit toe-to-toe, holding hands, knees up)
Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream!
*repeat and change first sound in "merrily"
(i.e.: for "Kerri's name", say kerrily, kerrily, kerrily)



Head and Shoulders

(sing **VERY** slowly...slower than you think...
give the little ones a chance to be able to do it)

Head and shoulders,
Knees & toes, knees & toes, knees & toes.
Head and shoulders, knees and toes.
Eyes, ears, mouth and nose!

I'm A Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle, (put fist on hip)
Here is my spout. (make spout with
other hand)
When I get all steamed up, (wiggle)
Here me shout!
Tip me over, (stand on one foot and tip over)
And pour me out.



Itsy-Bitsy Spider(or Eensy-Weensy)

(After, do the **Great Big Spider** using a slow, very deep voice, and big actions. Then, repeat with the **Teeny Weeny Spider**, using a tiny high-pitched voice, and itty bitty actions)

The itsy-bitsy spider went up the waterspout.
Down came the rain, and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy-bitsy spider went up the spout again.



The Wheels on the Bus

The wheels on the bus go 'round and 'round,
'Round and 'round, 'round and 'round,
The wheels on the bus go 'round and 'round,
All through the town.

The wipers on the bus go swish, swish, swish...
The people on the bus go up and down...
The horn on the bus goes Beep! Beep! Beep!...
The babies on the bus go wah, wah, wah...
The parents on the bus go sh, sh, sh...



Humpty Dumpty

(have children squat on feet & pretend to be an egg)
Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall! (roll backwards and fall)
All the kings horses and all the kings men,
Couldn't put humpty together again!



Baa Baa Black Sheep

Baa, Baa, Black Sheep, Have you any wool?
Yes, sir! Yes, sir! Three bags full.

One for my master, One for my dame,
And one for the little **GIRL** who lives down the lane.
Baa, Baa Black Sheep, Have you any wool?
Yes, sir! Yes, sir! Three bags full.



Ring Around the Rosie

Ring around the Rosie (walk in a circle),
A pocket full of Posies.
A-hush-a, A-hush-a, We all fall down!

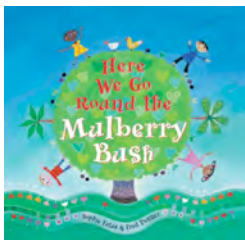
The cows are in the meadow, (stay down)
Eating buttercups, (pretend to eat)
A-hush-a, A-hush-a, We all jump up!



Sing a Song of Sixpence

(Half of the children are birds inside the circle, & half walk around, holding hands)

Sing a song of sixpence, a pocket full of rye,
Four and twenty blackbirds baked in a pie.
When the pie was opened, (children on outside lift arms up)
The birds begin to sing (children in middle chirp & tweet)
Now wasn't that a dainty dish to set before the king!
(children run out of circle while the rest bring arms down in the middle to close the pie up)



Here we go 'Round the Mulberry Bush

(Children hold hands and walk in a circle)
Here we go 'round the Mulberry Bush, Mulberry Bush,
Mulberry Bush, Here we go 'round the Mulberry Bush,
on a cold and frosty morning.

This is the way we wash our hands, wash our hands,
wash our hands, This is the way we wash our hands,
on a cold and frosty morning.

This is the way we clean the table, put away toys,
put on our coats (Use this song while doing daily routines)



The Grand Old Duke of York

The grand old Duke of York,
He had ten thousand men;
He marched them up to the top of the hill,
And he marched them down again.

And when they were up, they were up,
And when they were down, they were down,
And when they were only half-way up,
They were neither up nor down.

He marched them to the left,
He marched them to the right,
He marched them 'round and 'round the town,
And marched them out of sight!



Here we go Looby Loo

(everyone stands in a circle and walks around)

Here we go Looby Loo!
Here we go Looby Ligh!
Here we go Looby Loo!
All on a Saturday night.

You put your right hand in!
You take your right hand out.
You give your hand a shake shake shake,
And turn yourself about!



This Little Piggy

This little piggy went to market,
 This little piggy stayed home.
 This little piggy ate roast beef,
 This little piggy had none.
 But this little piggy weeeeeennt....
 Wee, wee, wee, wee, wee, wee, wee
 All the way home.



Jack and Jill

Jack and Jill, went up the hill,
 To fetch a pail of water (or PANCAKES!)
 Jack fell down, and broke his crown,
 And Jill came tumbling after!



Hickory Dickory Dock

Hickory Dickory Dock,
 The mouse ran up the clock.
 The clock struck one, (or two, or three)
 The mouse ran down, (or said **BOO!**, or **WHEE!**)
 Hickory Dickory Dock!



Zoom, Zoom, Zoom!

Zoom, zoom, zoom!
 (crouch down and slowly stand up)
 We're going to the moon (crouch back down)
 Zoom, zoom, zoom! (same as above)
 We'll be there very soon.
 If you'd like to take a trip,
 (lean to the left and right)
 Climb aboard my rocket ship.
 Zoom, zoom, zoom!
 We're going to the moon.
 5, 4, 3, 2, 1, Blast off!



You are my Sunshine

You are my Sunshine
 My only sunshine.
 You make me happy!
 When skies are grey. :(
 You'll never know dear,
 How much I love you.
 Please don't take my sunshine away.

Mr. Sun

Oh, Mr. Sun! Sun!
 Mr. Golden Sun,
 Please shine down on me.
 Oh, Mr. Sun! Sun!
 Mr. Golden Sun,
 Hiding behind the tree.
 These little children are asking you,
 To please come out so they can play with you.
 Oh, Mr. Sun! Sun!
 Mr. Golden Sun,
 Please shine down on me!



Activities for Toddlers

12-24 months



- Let your child put smaller squishy things **in and out** of containers or drawers. But not too small!
- Roll a ball back and forth with them.**
- Take your child outside as much as possible and **respond to what they see. Explain things.**
- Put rice or water in a large pan and show them how to pour using a small cup.**
- Play with empty **BOXES!** From big huge boxes, to milk cartons or small shoeboxes.
- Let them roll balls/large pom-poms through wrapping paper tubes.**
- Play “Head & Shoulders, Knees & Toes”, “Ring around the Rosie”, and other simple games. Sing slowly so that they will be able to learn the words and follow along.
- Set your child in front of a mirror. Name body parts. Can they point to parts when asked?**
- Take your child to a place with other children. They may not play *with* them, but will love playing *near* them.
- Give your children a large piece of paper & a thick crayon. Tape it to the floor or wall & let them scribble. When they are finished, cut it out in a shape and hang it up.**
- Give your children stickers and ask them to put one on different parts of your body.
- Put a hole in a plastic dishpan (or box), tie a string to it with a handle, & let them pull toys around.
- Talk about things by how they feel and look (i.e.: soft, scratchy, rubbery, shiny, red, squishy).**
- Talk with your child in simple, short sentences. Repeat new words often.
 (“mmm...bananas...bananas are yummy”).

Ask your child to listen to different sounds. Can they guess the sounds they cannot see?

Ask your child to hand you things. Can your child do it? Can they hand you two things?

Talk about things in pictures when you read books aloud. Can they point things out?

Hide something inside a sock. Can your child guess what it is? Can they take it out and tell you?

Cut out little stars & hide them around the room. Can your child find them by listening to hints? (use the words beside, under, on top of, behind).

Draw different faces on wooden spoons or paper plates. Tell a little story with the puppets.

Help your child sort clothes by starting two piles...one for socks and one for shirts.

Make homemade musical instruments. Use them when saying nursery rhymes & when singing.

Let your child dress up and pretend as much as possible.



Sing simple songs & nursery rhymes slowly, and over and over again. Use your child's name whenever you can.

Enjoy the Moment...

Have Fun, Connect and Wonder, Pause and Wait

Help Your Child Communicate by....

Getting Face to Face

- This might mean changing your position so you can look directly into your child's eyes. Being face to face lets you make a **positive connection** by seeing what your child is interested in & noticing any attempts to communicate.

O.W.L. Observe, Wait, Listen

- **Observe** what your child is interested in.
- **Wait** for your child to take a turn by silently counting to 10.
- **Listen** to your child's attempts to communicate.

Following Your Child's Lead

- Once you know what your child is interested in, you can join in by commenting on what it is, or what the child is doing with it, or you can take turns playing with it.
- **Respond** with **warmth & enthusiasm** to your child's attempts to play & communicate

Imitating Your Child's Actions, Sounds & Words

- **Copy** your child's actions. If your child claps his hands, clap *your* hands. If your child says "baba", say "baba". If your child says "ball", say "ball".
- Infants, toddlers and preschoolers love to be copied.
- Copying your child encourages your child to copy you.

Interpreting Your Child's Message

- **Say what your child would say if he could.** If your child runs to the door & looks at you, you could point to the door & say, "outside". If your child points to the cookies, point to the cookies & say "cookie". If your child says "cookie", interpret for him by saying "more cookie" etc.



Commenting

- Use words to describe what your child is looking at or playing with. If your child is playing with blocks & stacking them, you could say, "blocks, blocks on, another block".
- **Resist the urge** to ask questions that you know the answer to e.g., what colour is it? Turn it into a comment "It's a red balloon"
- Commenting teaches your child new words and **what he could say**.

Taking turns

- Take a turn and then **WAIT** for your child to take a turn. As soon as your child takes a turn, take another turn and wait again.
- **Strive for five**-that is, aim for at least 5 turns back & forth.



Saying less

- **Saying less** increases the chances that your child can understand & imitate your words.
- **Speak slowly & emphasize** each word.

Playing Repetitive Games, Singing Repetitive Songs & Reading Repetitive Books

- It helps a child know what to say if he can **predict** what he's supposed to say. Repetitive games (peek-a-boo), repetitive books (Brown Bear, Brown Bear) & songs (The Wheels on the Bus) repeat the same words over & over.
- If you **Pause** in the same spot and **WAIT**, your child could fill in the blanks once he becomes familiar with the game/song or book.

Giving Your Child a Reason to Communicate

- Give your child a reason to communicate by not anticipating his needs. Offer **choices** e.g., at snack time, offer "milk or juice", "banana or apple"
- It's easier for your child to make a choice when you give him 2 choices.
- Instead of giving your child a cup full of juice & a bowl full of crackers, give him **just a few**then wait so that he has a reason to ask for more.
- Think about placing a favorite object **out of reach**then wait for him to ask for it.

Minimizing television

- The American Academy of Pediatrics recommends **minimizing** television for children under age 2.
- Research shows that infants learn words **better from people** than from television! Research demonstrated that *even* when the television is on, *in the background*, infants and caregivers are **speaking less**.

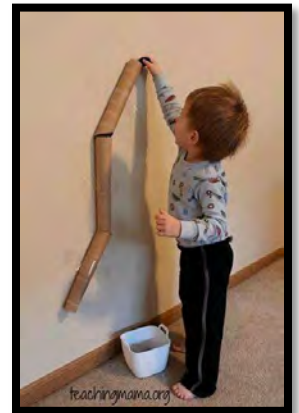
References:

It Takes Two to Talk: A Practical Guide for Parents of Children with Language Delays by Jan Pepper and Elaine Weitzman, 2004.
www.sciencedaily.com/releases/2007/06/070627221722.htm
www.sciencedaily.com/releases/2009/06/090601182830.htm

Toddlers and Table Tops!

Get a basket and/or some plastic drawers. In your basket/drawers, place:

- **Paintbrushes** (paint with water on chalk board, use *all sizes of brushes*)
- **Chalkboard** (paint on it with water, use chalk – *all sizes*)
- **Masking tape** (tape a paper towel tube onto the wall, and let them drop things through it, let them stick the masking tape where they want, make loooong pieces of masking tape go all over the table or chair or wall or floor, and let them have fun peeling it all off, or make a race track!)
- **Packing tape** (again, hours of fun)
- **Muffin tin cup liners** (put the muffin cups in a muffin tin)
- **Cotton Balls** (drop these through the paper towel roll)
- **Pom poms** (drop these through the paper towel roll)
- **Paint and paint smock** (put a dollop of paint on a yogurt container lid and let them paint – the dollar store has really good inexpensive paint, paintbrushes, & canvas)
- **Newspapers/Flyers** (let them **cut** or **rip and scrunch**)
- **Scissors** (toddlers need lots of practice!)
- **Paper** to cut up, or old **Magazines** (all different kinds of paper!)
- Lots of **different kinds of paper** for cutting and drawing and making art
- **Crayola Markers – all sizes**
- **Crayons/Pencil Crayons** –many colours *in good shape – not broken*
- **Window Writers – HOURS of fun!**
- **Clothes Pegs and Stickers** (put one sticker on paper, the other on a clothes peg, and let them open clothes peg & place on matching picture)
- **Play Dough (make nursery rhyme characters and scenes, SING, and PRETEND!)**



Toddlers Love to Pour:

- Fill up the kitchen sink with water and bubbles & let them play with wooden spoons, plastic containers, measuring cups, etc.
- Rice, dried beans, peas, pasta (let them scoop with measuring cups and/or yogurt containers)
- Fill up a sink and **let them bath dolls!** They LOVE pouring water on dolls with little cups!

Toddlers Love Cardboard Boxes

- Give them lots of boxes & watch them play! Observe what they are doing, copy them, and then wait to see what they will do next.

Toddlers Love to Take Things In and Out

- Toddlers love to take things in and out of a container. Fill a **COFFEE TIN with juice lids** (see picture), or a (large or small) bin/basket with socks, picture cards, plastic containers, lids from jars, etc...



Toddlers Love Books, Books, Books!

- Surrounding your toddler in books is the longest lasting and most stimulating thing you can do. Good quality board books are helpful! Talk about the pictures! Turn the book around so that you are facing your child. Talk about what they are looking at/interested in.

Why Make Play Dough for Me?

- ▶ Because I LOVE it! It's so much fun!
- ▶ It's a great way to **pretend** so that I learn to use symbols, my imagination, and speak in longer and more **complex sentences**.
- ▶ It stimulates my **imagination**.
- ▶ It develops all of the **small muscles** in my little hands.
- ▶ It stimulates all of my **senses** at the same time, **making it easy to learn** concepts like colours, textures, shapes, **above, below, beside, between**.



Put the Cookie Cutters Away!



- ▶ Use your imagination to create **snakes that talk, snowmen that walk**, and parks and islands that rock! **Help me grow my imagination!**
- ▶ **Limit use of cookie cutters** so that I focus on imaginative play.
- ▶ **Build nursery rhyme settings and characters** and sing or say nursery rhymes!



What is a Good Play Dough Recipe?



- Mix:** 2½ cups flour
½ cup salt
3 tbsp. Cream of Tarter
- Then Mix:** 2 cups boiling water
3 tbsp. oil
food colouring
- Then:** Gradually pour the liquid into the dry ingredients.
Mix and knead.

Pretend with Me!

Pretend with Me!

Pretending helps me develop my imagination so that I will be confident in my ability to solve problems later on.

Einstein said, "Imagination is more important than Knowledge".



What Happens to Books after Grade 2?



Why would pretending and having a good imagination & a strong **mind's eye** help your child read later on (past grade 3)? RIGHT! No pictures. They will eventually have to read "chapter" books later on, so PRETEND with your children & help them develop a strong mind's eye!

Pretending Helps us use Symbols!



Can your children use simple objects to stand for real objects when playing?

Like using a broom for a horse, or a paper towel roll as a fire hose? This helps them learn to use things as symbols for other things – the same thing they will need when learning to

read! They need to understand that **letters are symbols that represent sounds** we make when we speak!

Pretend for Me!



Get down at your child's eye level and talk to your child as if you were talking to their "character" ... (e.g., Oh Doctor! My baby isn't feeling well. Maybe you should check her ears and throat?)

Blocks are a GREAT place to pretend play!



Bring in other things like three little pigs and build houses.

Or, bring little plastic people in and act out a familiar story or event (like The Three Bears). Follow your child's lead. Go with what they want.

Figure out what "Pretend Play" stage your children are at!



Role model the next stage for them. It's fun to look closely at how they play – take your time observing what they're doing. Watching them first makes it easier to join in!

(see "Stages of Play, Language & Literacy" page at the beginning of this booklet.)

Play Dough is a GREAT way to pretend play!

Put away the cookie cutters and make a Jack and a Jill and a Hill, or the Three Bears, or the Three Billy Goat's Gruff.



PRETEND with the play dough – at the very least, have a conversation with the snakes you make!

At the Beginning:

When pretending with your children, begin with realistic props – like a farm set, or a set of pretend dishes. But once they get older, encourage them to

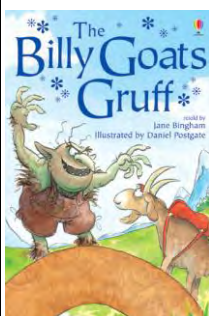
substitute other objects to stand for the real thing (like using BLOCKS to build the farm).



Act out the Three Billy Goat's Gruff!

The basic pattern is:

Trip-Trap. Trip-Trap. Ooooooover the Bridge! "WHO'S THAT TRIPPING OVER MY BRIDGE?" roared the Troll. "It's I, the littlest billy goat gruff. I'm going up to the hillside to make myself fat!" I'm coming to gobble you up!" "Oh no! Wait for the next billy goat gruff – he's much bigger!"



Take your Children Places!

Every time you take your children to the store, doctor, dentist, hairdresser, restaurant, library, or zoo (for example), PRETEND this experience with them when you get home. They will LOVE you for doing this!



Finger Puppet Songs!

(made from a glove & Velcro from the dollar store)



Five Little Gingerbread

Five little gingerbread, lying on a tray.
One jumped up and ran away, saying...
Catch me! Catch me! If you can...
You can't catch me, I'm the Gingerbread Man!

Four little, three little, etc...

No little gingerbread, lying on a tray.
None jumped up and ran away.
OH! How I wish they'd stayed with me to play,
Next time I'll eat them before they run away!

Community Helper Ditty

Fire fighter, fire fighter, where are you?

Here I am, here I am, How do you do?

Police Officer, Police Officer, where are you?

Here I am, here I am, How do you do?

Bus Driver, Bus Driver, where are you?

Here I am, Here I am, How do you do?

Librarian, Librarian, where are you?

Here I am, here I am, How do you do?

Waste Collector, Waste Collector, where are you?

Here I am, here I am, How do you do?



Five Little Cookies at the Bakery Shop

Five little cookies in the bakery shop.
Yummy Yummy, in my Tummy - sugar on top!
Along comes _____ with a nickel to pay.
He/She buys a cookie and takes it away.



5 Little Ducks **FINGER PUPPET**

Five little ducks went swimming one day,
Over the pond and far away.
Mother duck said, quack, quack, quack, quack.
But only four little ducks came back.
Four little ducks, etc... (three, two, one)
...AND ALL OF THE FIVE LITTLE DUCKS CAME BACK!

Let THE CHILDREN fill in the QUACKS!

(e.g., "Mother duck said..._____")

Help Your Child Start Off on the Right Foot by...

Building Vocabulary...

Strive for Five New Words a Day!



Research tells us that preschool children who learn at least five new words per day have a much easier time understanding what they read later on in grade three and beyond.

How can we teach our children new words?

► Use a variety of different words during discussions, rather than vague, non-specific words like **this**, **that**, **there**, and **it**. For example, resist saying: "Wow! Look at *this*!" or "Oh! Look at *that*!" or "Look over *there*!" or "It's popping!"

Instead, use **specific action words** (roll, squeeze), **location words** (up, under), **describing words** (soft, squishy), and **object nouns** (bubbles, play dough): "Wow! You **blew** the bubbles up into the air!" "The bubbles are **disappearing**!"

► Talk about all of the different people, places, & things in our world.

► Label the objects or things that your child is looking at or involved with (e.g., "that's called a caterpillar").

► Talk about what the item does or what it is used for (e.g., "the caterpillar makes a cocoon and then turns into a butterfly!").

► Talk about what the item looks like by **describing** the colour, size, shape, and texture (e.g., the caterpillar is long and smooth). If appropriate, talk about how it tastes/smells. Talk about the category/grouping that the item belongs to (e.g., "a caterpillar is an insect").



Help Your Child Start Off On The Right Foot by...

Building Early Literacy Skills



Label Things!

Say the name of the things that your child is looking at, playing with, or pointing to in books. Talk about **action words** (falling, growing...), **location words** (up, on...) and **describing words** (big, wet...). Helping your child learn new and unique words will give them a **GREAT** head start when they go to kindergarten, and will also make learning to read easier for them later on, past grade four.



Take Turns Talking and Pointing!

Observe what your child is interested in and add new information to that. Take your turn talking, and then **wait** to encourage your child to say something back to you. Try it! How many turns were you each able to take? **"Strive for Five"** turns talking about the same thing.

Get Down and Turn the Book Around!

Get waaaaaaaay down to your child's eye level, and turn the book around so that it is between you and your child, facing the right way for your child. Now you can see where they are looking, and make comments or ask questions about what *they* are interested in, rather than what *you think* they may be interested in. Do they pay more attention to you this way? Check it out!



Show your Child how to Pretend!

Say, "Let's pretend that..." and **get down at your child's level and PLAY!** This helps your children learn to say more words, use longer sentences, and take turns. It will also make reading chapter books (without pictures) much easier later on.

Read with your Child Every Day.

Read less, more often. Rather than reading for long periods of time, **read for shorter sessions** throughout the day to develop your child's tolerance of books & being read to. Stop trying to read all of the words in the books all of the time. **Just talk about the pictures.** Ham it up! Have fun! Make lots of sound effects! Talk about whatever makes sense to you.



- Read books with your child. **Define words** that you think might be difficult for your child to understand (e.g., an "infant" is a baby).



- **Change the words** in the books you read so that they are more challenging for your child (e.g., instead of always reading the word "tired" try inserting the word "exhausted". Then define "exhausted").
- **Involve your child in story telling by asking good questions** - don't just tell the story to them. Have your child

practice using new words by asking good questions (e.g., How did the little boy feel? Yes, he felt "exhausted").

- **Read books again and again!** Research has shown us that reading the same book over and over again helps a child to learn new words. Talk with your child about the words you think might be difficult, and use the new words they learn in conversation later on throughout the day or week, after the book is over.
- **Introduce new words during conversations.** As you are playing in the sand at the beach, talk about how the sand feels 'gritty'. Explain that "gritty" means the sand feels rough.
- **Introduce new words during play.** As you are rolling play dough, talk about how the play dough smells "terrific!" Explain the word terrific by saying that you think the play dough smells "really good".



Enjoy the Moment...

Have Fun, Connect and Wonder, Pause and Wait

Frequently Asked Questions About Bilingualism



Will speaking two languages with my child cause a language delay?

- No. Research indicates that speaking two languages will **not** cause speech and language problems.
- Research has shown that a child's total vocabulary (when both languages are combined) will be at least the same size as a child who only speaks one language.
- A child's brain can learn more than one language. In many places around the world children grow up learning more than one language at the same time.
- If a bilingual child is delayed in his/her language development, a speech and language assessment is recommended. For more information about when to refer for a speech and language assessment please visit,

<http://www.children.gov.on.ca/htdocs/English/topics/earlychildhood/speechlanguage/index.aspx>

If my child has a speech/language delay, will speaking two languages make the delay worse?

- No. There is **no evidence** that children with a speech and language delay will be more delayed if they hear two languages.
- Research has shown that children with a speech and language delay who hear two languages will have the same difficulties in both languages.

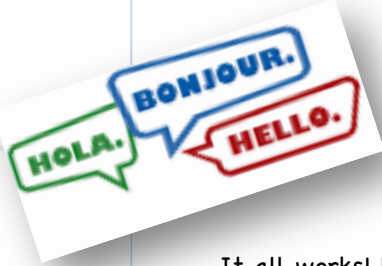
If I don't speak English well, is it okay for me to speak my native language with my child?

- **Yes!** Some parents speak English to their child even when they don't speak it well. They might believe that speaking to their child in English is necessary for their child to learn English. Research however does not support this view.
- Research has highlighted that it is important for parents and caregivers to speak with a child in the language that feels **natural** and **comfortable**. Speaking with a child in a language that is not comfortable may have negative consequences for parent-child connections.
- Maintaining your native language may be important for a number of reasons. There may be family members who only speak that language and there may be a risk of losing your native language if it is not used at home.



How can I help my child learn more than one language?

- Research says a child needs **repeated** and **consistent** exposure to each language. Some parents use:
 - “one parent-one language”: one parent speaks one language to the child; the other parent speaks the other language to the child.
 - “one place-one language”: one language is spoken at home; the other at daycare or at school.
 - “two languages mixed throughout the day”: one or both parents speak both languages to the child throughout the day.



It all works! No one approach is best. Parents should speak to their child in a way that feels comfortable. The key is to provide children with many opportunities to hear, speak, play and interact in both languages.

What if my child mixes both languages?

- Mixing languages is **not** a sign of language delay or difficulty in learning two languages.
- Mixing languages is **common** for children learning two languages. It is natural and should be expected.

What about putting my child with a speech and language delay in a French Immersion program?

- There is very limited research in this area. It seems that children with language impairments may do just as well in bilingual education settings as in English only settings. Keep in mind that children with language impairments need **more support** with learning language **both** at home and at school.



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2. Lowry, Lauren. Bilingualism in Young Children: Separating Fact from Fiction. Available online: www.hanen.org.
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5. Weitzman, E., Greenberg, J., Learning Language and Loving It. A Guide to Promoting Children's Social, Language, and Literacy Development in Early Childhood Settings. Second Edition. A Hanen Centre Publication. 2002.

Read with Me!



Ham it Up!

Make your voice to **HIGH/Low, FAST/slow, and LOUD/Quiet** to make reading aloud more fun.

Go to the Library!

The library is the best way to ensure that after a long day, you still have energy left to read aloud because you will have a **bin full of brand new books!** This is the best way to keep motivated & enthusiastic!



Talk about It!

We don't always have to read the words in the book. Reading aloud is more about the **conversation** you have while reading, so just talk about the pictures, the characters, & relate it to your child's life.



Talk about Juicy Words!

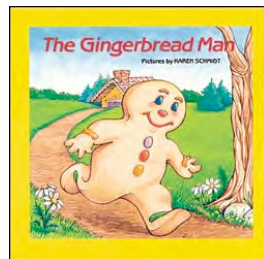
Did you know that children's books have 50% more rare or unique words in them than does the conversation between two university graduates? Listen for words that may be new for your children when reading aloud tonight, and explain what they mean.



Read Pattern Books!

Read books that have patterns that repeat over and over again (e.g., Run, run, as fast as you can, you can't catch me I'm the gingerbread man!).

Pattern books are fun for children to read on their own because they can easily memorize parts that repeat.

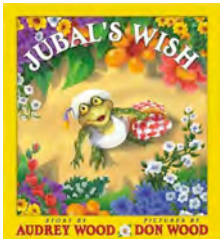


Point to the WORDS!

Point out words in the story that repeat, are easy to read, or that stand out. Ask your children if they can point to the **PICTURE** story, and to the **WORD** story. Help them see the difference!



Read Good Quality Books!



As your children get older, be sure to read stories that are filled with **new words, new ideas, different cultures, interesting characters, exciting storylines, and beautiful illustrations.**

Bring the world to your children by reading books that you can sink your teeth into!

Tell a story without a book!



Children need practice using their **mind's eye** to picture what you are saying. This will help them imagine what they read when they read chapter books later on.

Carefully Observe what Interests your Child!

Take your children to the library or to a bookstore and pay close attention to what they are interested in. What grabs their attention? This will help you focus on what makes your children tick, and then you can help them pick out books that may keep them interested later on.



Put Books in a Basket!

This may sound simple, but put a bunch of your children's favourite books into a big bin or a basket. Little ones LOVE to just take books out of a basket one by one. Gather up the books into your 'story basket' every day, and bring it out again the next day ready to unpack!

(Keep lots of books all over the house as well!)



Is Screen Time okay for Toddlers?



▶ **The Canadian Paediatric Society discourages screen-based activities for children under 2,** and encourages limiting television watching to less than 1—2 hours per day for older children.

▶ Since **90% of brain development happens in the first three years of life,** we need to focus on helping our toddlers develop healthy brains that are ready to learn. **Time in front of a media screen does not help toddlers become ready to learn.** Warm and engaging interactions with parents and other caregivers are what they need to be ready to learn.

▶ The goal of the first few years of a **toddler's** life is to help him/her develop **language skills.** Screen time has a negative effect on this development – **even when the TV is on in the background.**

▶ Children learn many of their values and ideas from their parents. **Be aware of your own media habits and change them** if necessary.

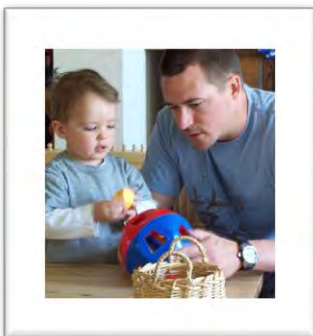
▶ **Music in the background** may actually increase language skills as parents are more likely to sing, dance, and interact with their toddlers, & this nurtures their early language & communication skills.

▶ Research has shown that **watching television during meal times can lead to delayed social skills and delayed language skills.** This is mostly because of the conversation that is being missed out on that usually takes place during meal times.



▶ Research shows that children who have televisions in their bedrooms score lower in school, and yet **20% of Simcoe County children in grade one have televisions in their bedrooms.**

▶ Balance screen time with **sports, hobbies, creative** and **outdoor play,** both on their own and together as a family.



The most important toy your toddler needs is you!

Red Flags for Speech and Language

Speech and language development is one of the most critical school readiness skills. *Early identification is key: don't wait!*

If a child is missing one or more of these expected age outcomes, consider this a red flag.



By 6 months

- Turns eyes or head toward a sound
- Watches your face when you speak
- Smiles & laughs in response to your smiles & laughs
- Has different cries for different needs
- Makes sounds &/or moves body in response to you

By 9 months

- Responds to his/her name
- Babbles e.g., bababa, dadada
- Plays social games with you e.g., peek-a-boo



By 12 months

- Follows simple 1 step directions e.g., "sit down"
- Gives familiar items on verbal request
- Points to things he/she wants
- Uses gestures e.g. waving "bye-bye"
- Brings toys to show you
- Looks across the room to something you point to
- Gets your attention using sounds, and gestures while looking at your eyes



By 18 months

- Identifies several body parts when asked
- Understands the concepts of "in /out , off/on"
- Points to pictures using one finger
- Says about 20 words consistently
- Uses at least 4 consonant sounds e.g., p, b, m, n, d, g, w, h
- Pretends to feed a doll/teddy or pretends a bowl is a hat

By 2 years

- Follows 2 step directions e.g., "go find your teddy & show it to grandma"
- Uses at least 100 words including action words e.g., fall, eat, go
- Combines at least 2 words e.g., daddy sleep
- Enjoys being with other children
- Puts 2 pretend play actions together e.g., stirring food and feeding a doll

By 3 years

- Understands who, what, where, & why questions
- Can create long sentences combining at least 5 words
- Uses some adult grammar e.g., cookies, mommy's coat, I jumped
- Can have a short conversation
- Speech is understood at least 75% of the time
- Pretends with friends using many actions e.g., having a tea party

By 4 years

- Follows 3 part directions e.g., "get some paper, draw a picture, & give it to mommy"
- Uses sentences with adult-type grammar e.g., "he's going to the park now"
- Tells a story
- Speech is understood by strangers most of the time
- Can act out different roles with their friends e.g., going to a restaurant



If a child is experiencing any of the following, consider this a red flag:

- Limited interest in toys &/or plays with them in an unusual way
- Has lost words he/she used to say
- Stuttering
- Ongoing hoarse voice
- Problems with chewing or swallowing

Where there are concerns, the parent should contact: the Preschool Speech and Language Program (705) 739-5696 or 1-800-675-1979

Adapted from Ontario Ministry of Children & Youth Services, 2007



Simcoe County Preschool Speech & Language Program
Communicating Right from the Start

Building Blocks for Reading Success:



Singing

Babies sing to themselves when they are happy.

Singing releases endorphins & makes you feel energized & uplifted (unless someone teases you about your voice!).

Singing makes it easier to remember, and easier to pay attention.



Rhyming

Being able to rhyme is the **first skill children will need to be able to sound out words later on**. It's the first step in learning that words are made up of individual sounds. Be direct when explaining...**"Hey! Cat...Hat! Those words rhyme! They both sound like "at" at the end!"**

Building Vocabulary

Children must know a LOT of words to be able to understand what they read later on. **Children's books have 50% more rare or unique words in them than does the conversation of most university graduates.**



Pretending

Pretending helps your children develop their **mind's eye** – something that they will need to use when reading books without pictures later on. **Too much screen time gets in the way of a good imagination!**



Reading Aloud

Reading aloud brings the whole world to your children! It's not just about reading the books – it's about the **conversations** you have about the people (and why they feel or behave the way they do), places and things in the books. **It's great quality time too** – time your children will remember forever.

Building Speaking Skills

Having good **conversations** helps children learn to speak in complete sentences, use more complex grammar, and use more interesting words. **All of this makes reading easier later on.**



Drawing & Scribbling

This is the first step toward printing letters. If you print words (or even **just the 1st letter of the word**) for your children's pictures (and for your own pictures too!), **they'll begin to learn that putting our thoughts down on paper makes them permanent! And then they'll want to know more about letters!**

Authored by M. Kovack.

Go to: www.simcoecommunityservices.ca, click on EarlyON Child and Family Centre then click Early Literacy link



Playing with Syllables, Sounds, & Letters

Children must be able to hear all of the individual sounds in words to be able to sound out words later on. Play sound games like: **"I hear with my little ear... the very first sound in __."** Or, "...something that sounds like: /um/brel/la", & eventually, (by the end of SK), "something that sounds like: /s//t//ar/." April 2017