

# WAKING UP

As your toddler stirs to wakefulness, it's the perfect time to introduce new words and concepts. A cheerful "Good morning, little explorer!" can set the tone for the day.



## TRY ONE OF THE STRATEGIES:

- **Naming:** As they wake, name objects in their room to reinforce vocabulary. "Look, your blue bear is here, too!"
- **Communicative Temptations:** Place a favorite book or toy just out of reach and encourage them to ask for it. "Do you want your teddy bear?"
- **Expansions:** If they mention a familiar object or action, like "bear", expand it to "Your cuddly bear".
- **Choices:** Offer them a choice between two morning activities, such as stretching or cuddling. "Do you want to stretch or hug mommy?"
- **Let Your Child Lead:** Follow their interest upon waking—whether they want to talk about their dreams or what they see around them.
- **Reducing Questions:** Comment on the morning instead of asking questions. "The sun is up, and so are we!"
- **Scripted Phrases:** Use phrases like, "Time to rise and shine!" and pause to see if they repeat or react to the cue.
- **Imaginary Play:** Pretend the bed is a boat on the sea, and they are the captain setting sail for the day.
- **Recasting:** If they make an incorrect statement, recast it correctly in a natural way. "I goed sleep" becomes "You slept well!"
- **Commenting (Sports Commentator Talk):** Narrate the waking up process energetically. "And here they go, the champion of sleep is rising to greet the day!"
- **Sabotage:** 'Forget' to open the curtains and wait for them to point it out or request it, prompting them to use their language skills.



# GETTING DRESSED

Dressing up can be a fun game of choices and learning. Turn this daily routine into a lesson on colors, clothing items, and preferences.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name each item of clothing as you and your toddler pick it out. "Here are your striped socks and red shirt."
- **Communicative Temptations:** Hold up two shirts and wait for them to indicate which one they want to wear.
- **Expansions:** If your child says "pants," you can expand with, "Yes, your blue pants with pockets."
- **Choices:** Offer them a choice between two outfits, letting them decide and tell you their preference.
- **Let Your Child Lead:** Let them decide the order of getting dressed and narrate their choices.
- **Reducing Questions:** Instead of asking what they want to wear, describe the options and let them respond.
- **Scripted Phrases:** Use a consistent phrase like "Arms up for your shirt!" and wait for them to complete the action.
- **Imaginary Play:** Pretend each item of clothing gives them special abilities—like super speed sneakers.
- **Recasting:** If they mix up clothing items, gently recast their sentence. "I wear shoes on hands" becomes "Shoes go on your feet, gloves go on your hands!"
- **Commenting (Sports Commentator Talk):** Give a play-by-play of the dressing process with enthusiasm.
- **Sabotage:** 'Forget' to provide a necessary item like socks, prompting them to ask for it or point out the omission.



# BREAKFAST TIME

Breakfast is not just the first meal; it's a chance to chat, describe, and learn about food, tastes, and more.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify all the items on the breakfast table, including foods, utensils, and dishes.
- **Communicative Temptations:** Place their favorite drink in a see-through container, so they ask for it.
- **Expansions:** Build on single words they use, turning “juice” into “cold orange juice.”
- **Choices:** Let them choose between two types of cereal or fruit.
- **Let Your Child Lead:** If they show interest in a particular food, talk about it and let them tell you more.
- **Reducing Questions:** Make observations about the breakfast like, “This oatmeal is warm and creamy.”
- **Scripted Phrases:** Use repetitive phrases each morning, like “Time for yummy breakfast!” and pause for a response.
- **Imaginary Play:** Imagine the spoon is an airplane or train, and each bite is a trip.
- **Recasting:** If they use incorrect language, model the correct form. “I eated eggs” becomes “You ate eggs.”
- **Commenting (Sports Commentator Talk):** Provide a lively commentary on the breakfast, “And now the spoon is diving into the bowl!”
- **Sabotage:** Put something unusual on the plate, prompting a response or question.



# BRUSHING TEETH

This daily hygiene routine is perfect for learning verbs, body parts, and the importance of cleanliness.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify each part of the process, including the toothbrush, toothpaste, and each tooth as you brush.
- **Communicative Temptations:** Hold the toothpaste just out of reach until they ask for it.
- **Expansions:** Expand on simple phrases, like turning “brush” into “brush teeth up and down.”
- **Choices:** Offer them a choice of toothpaste flavors if available.
- **Let Your Child Lead:** Follow their interest—if they’re curious about the water, discuss it.
- **Reducing Questions:** Comment on the steps of brushing teeth instead of asking if they're ready or like it.
- **Scripted Phrases:** Use a phrase like “Open wide like a lion!” and pause for them to respond.
- **Imaginary Play:** Pretend the toothbrush is a painter, and their mouth is a canvas.
- **Recasting:** If they say, “I brushing,” gently recast it to “I am brushing my teeth.”
- **Commenting (Sports Commentator Talk):** Narrate the brushing process as if it’s an exciting sports event.
- **Sabotage:** ‘Forget’ to wet the toothbrush, prompting them to tell you or do it themselves.



# PLAYING WITH TOYS

Playtime is a treasure trove of language learning, with opportunities for names, actions, and storytelling.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the toys they are playing with and their actions.
- **Communicative Temptations:** Place a desired toy on a shelf and encourage them to ask for help.
- **Expansions:** If they say “car,” add to it with “The car is going fast!”
- **Choices:** Offer them a choice between two toys or games.
- **Let Your Child Lead:** Engage with whatever story or game they are interested in.
- **Reducing Questions:** Describe their play, “You’re building a tall tower!” instead of asking questions about it.
- **Scripted Phrases:** Use phrases like “The train is chugging along the track,” with a pause for them to join in.
- **Imaginary Play:** Encourage them to create stories with their toys, joining in with your own additions.
- **Recasting:** Correctly model any misused words during play without directly correcting them.
- **Commenting (Sports Commentator Talk):** Give a dynamic description of their play, just like a sportscaster would.
- **Sabotage:** ‘Misplace’ a piece of a toy set, prompting them to notice and ask where it is.



# READING A MORNING STORY

Reading together can be a journey through words and pictures, perfect for cultivating a love for stories and learning.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Point out and name key objects and characters in the story.
- **Communicative Temptations:** Hold the book slightly closed, prompting them to ask you to open it or turn the page.
- **Expansions:** When your child points or talks about a picture, add more detail, like "Yes, the cat is sleeping under the green tree."
- **Choices:** Let them pick which story to read from a selection of two or three books.
- **Let Your Child Lead:** If they show more interest in a particular picture, linger there and discuss it further.
- **Reducing Questions:** Talk about the story's events and characters instead of quizzing them about what they see.
- **Scripted Phrases:** Use predictable phrases when turning pages or when certain recurring elements appear in the story.
- **Imaginary Play:** Encourage them to imagine what they would do in the story's world.
- **Recasting:** If they make an incorrect statement about the story, gently recast it with the correct information.
- **Commenting (Sports Commentator Talk):** Give a lively commentary on the story's action, as if narrating an exciting play-by-play.
- **Sabotage:** Pretend to forget what happens next, or 'misread' to see if they correct you, stimulating their recall and narrative skills.



# GOOD MORNING SONGS

Songs in the morning can be a delightful way to learn rhythm, routine, and the joy of language.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Include songs with clear naming of body parts, objects, or actions.
- **Communicative Temptations:** Pause during a song and wait for your child to signal or ask to continue.
- **Expansions:** Add extra verses to the song with new words and actions.
- **Choices:** Offer a choice between two morning songs to sing together.
- **Let Your Child Lead:** If they start making up their own song, follow along and add to their lyrics.
- **Reducing Questions:** Sing about what you're doing or planning for the day instead of asking them questions about their preferences.
- **Scripted Phrases:** Use familiar phrases from songs and encourage your child to fill in the blanks.
- **Imaginary Play:** Create a song about an imaginary adventure you both could have.
- **Recasting:** Sing the correct lyrics softly alongside them if they make a mistake.
- **Commenting (Sports Commentator Talk):** Narrate the actions in the song like an exciting event, "And now we're jumping up high, reaching for the sky!"
- **Sabotage:** Start a song with a silly mistake or mixed-up verse and see if your child notices and corrects you.



# MORNING WALK OR OUTDOOR PLAY

The great outdoors is an open classroom with limitless opportunities for language and discovery.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify and name everything you see outside, from the blue sky to the squirrels scampering by.
- **Communicative Temptations:** Bring out a scooter or ball but leave the helmet or pump inside, prompting them to communicate the need.
- **Expansions:** When they comment on what they see or do, add more detail, turning “bird” into “fast bird flying.”
- **Choices:** Give them the option to choose the direction of the walk or the outdoor game to play.
- **Let Your Child Lead:** Let them guide the way and decide which areas to explore, providing language input related to their interests.
- **Reducing Questions:** Describe the environment and their actions, “You’re running so fast!” rather than asking them about it.
- **Scripted Phrases:** Use familiar phrases associated with the outdoors, like “What a beautiful day for a walk!”
- **Imaginary Play:** Encourage them to pretend they are on a jungle safari or a treasure hunt.
- **Recasting:** Subtly correct their language by recasting their phrases during conversation.
- **Commenting (Sports Commentator Talk):** Provide a dynamic commentary on their outdoor activities.
- **Sabotage:** ‘Accidentally’ drop a toy along the path to prompt them to ask for help or discuss what happened.





# PRETEND PLAY

Engaging in pretend play can be a wonderful way to use imagination and language to explore different roles and scenarios.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Use specific names for items and roles in the pretend play scenario.
- **Communicative Temptations:** Set up a scenario where a key pretend item is 'missing', and they need to ask for it.
- **Expansions:** Take the words they use in play and expand them into fuller sentences and ideas.
- **Choices:** Offer them roles or scenarios to choose from in their pretend play.
- **Let Your Child Lead:** Allow them to direct the narrative of the pretend play, adding language input as you go along.
- **Reducing Questions:** Comment on the play acting rather than asking questions, "You're a great doctor helping your patients!"
- **Scripted Phrases:** Create a catchphrase for the pretend scenario and use it throughout the play.
- **Imaginary Play:** Fully engage in their imaginative world, whether they're pretending to be animals, superheroes, or family members.
- **Recasting:** Gently adjust any grammatical errors in their imaginative dialogue.
- **Commenting (Sports Commentator Talk):** Narrate their pretend play as if you're commenting on an exciting game or adventure.
- **Sabotage:** Purposefully 'misunderstand' their pretend play prompts to encourage them to explain or assert their ideas.



# GETTING READY TO LEAVE THE HOUSE (E.G., FOR DAYCARE)

Preparing to leave the house can be a mini-adventure of its own, filled with lessons in organization, planning, and communication.



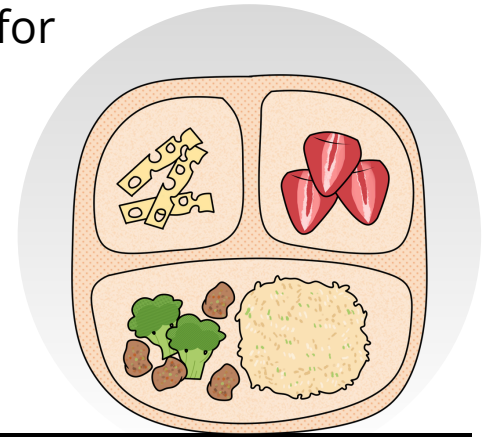
## TRY ONE OF THE STRATEGIES:

- **Naming:** Name each item as you gather it for the day, from backpacks to lunch boxes.
- **Communicative Temptations:** Place a favorite item just slightly out of reach so they need to ask for it before leaving.
- **Expansions:** When they mention something they want to bring, expand on it, "You want your teddy bear? The soft one with the blue bow?"
- **Choices:** Let them choose between two snacks or toys to take along for the day.
- **Let Your Child Lead:** Ask them what they need to remember for the day and discuss each item.
- **Reducing Questions:** Instead of quizzing them on what's needed, narrate the process of getting ready, "We're putting on our shoes to go to daycare."
- **Scripted Phrases:** Use a consistent phrase like "We've got our bag, we've got our coat, we're ready to go!"
- **Imaginary Play:** Pretend you're both explorers gathering gear for an expedition.
- **Recasting:** If they make a language error, casually provide the correct form as you converse.
- **Commenting (Sports Commentator Talk):** Make the preparation process exciting by commentating as if prepping for a big event.
- **Sabotage:** 'Forget' a usual part of the leaving routine to prompt them to notice and communicate the oversight.



# LUNCHTIME

Lunchtime is not only for nourishment but also for nourishing the young mind with words and language patterns.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify and describe the foods on the plate, including their colors, shapes, and textures.
- **Communicative Temptations:** Keep the napkins or utensils a little out of reach, so your child has to ask for them.
- **Expansions:** When your child mentions a food item, expand it with adjectives or verbs, like “You’re eating crunchy carrots.”
- **Choices:** Offer two healthy options and let them choose, “Would you like grapes or strawberries?”
- **Let Your Child Lead:** Follow their conversation leads about their favorite parts of lunch.
- **Reducing Questions:** Instead of asking what they like, comment on the meal: “This soup will warm us up!”
- **Scripted Phrases:** Use familiar lunchtime phrases, such as “Lunch is served, time to eat!”
- **Imaginary Play:** Pretend you are dining at a restaurant, and they are the chef describing today's special.
- **Recasting:** If they use a wrong word or grammar, recast it into a correct and more complex sentence.
- **Commenting (Sports Commentator Talk):** Narrate the mealtime as if giving a play-by-play of a gourmet competition.
- **Sabotage:** 'Forget' to serve a part of the meal and see if they can identify and request the missing item.



# AFTERNOON SNACK

Snack time can be an interactive session of taste, texture, and the joy of eating.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Talk about the snack items, naming each one and their features.
- **Communicative Temptations:** Place a favorite snack just out of sight to prompt a request.
- **Expansions:** Add descriptive words to what your child says about the snack, "Yes, the apple is very juicy and sweet!"
- **Choices:** Present two snack options to choose from, encouraging decision-making.
- **Let Your Child Lead:** Let them tell you about their snack preferences and discuss why they like them.
- **Reducing Questions:** Comment on the snack-making process or the snacks themselves instead of asking questions.
- **Scripted Phrases:** Incorporate a fun, repetitive phrase like "Snack time is the best time!"
- **Imaginary Play:** Turn the snack into characters in a story, "Here comes Mr. Carrot, walking into your mouth."
- **Recasting:** Casually correct any grammatical mistakes they make while talking about their snacks.
- **Commenting (Sports Commentator Talk):** Give a lively commentary on their snack choices and eating actions.
- **Sabotage:** Purposefully provide the wrong snack to prompt them to use their words to correct you.



# NAP TIME

Nap time is a quiet interlude that can also be a time for learning calm and soothing words.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the items in the nap environment, like the blanket, pillow, and stuffed animals.
- **Communicative Temptations:** Hold onto the blanket or lovey and wait for them to signal they want it.
- **Expansions:** When they mention feeling sleepy or wanting their bed, expand with “It’s nap time, so you can feel rested.”
- **Choices:** Offer a choice between two lullabies or two books before nap time.
- **Let Your Child Lead:** If they want to tell you a story before they sleep, listen and add to it with gentle language.
- **Reducing Questions:** Describe the peaceful nap setting instead of asking if they're ready to sleep.
- **Scripted Phrases:** Use a calming phrase like “Sleep tight until we play again” each time they go down for a nap.
- **Imaginary Play:** Imagine a calming scene, like floating on clouds, to help them relax into sleep.
- **Recasting:** Gently correct their sentences to model peaceful and restful language.
- **Commenting (Sports Commentator Talk):** Softly comment on the process of getting cozy and ready for nap.
- **Sabotage:** 'Misplace' a usual naptime item like a pillow or blanket to encourage them to notice and articulate the need.



# PLAYING IN THE PARK

Outdoor play is excellent for expanding vocabulary with action words, nature words, and social interaction.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Talk about the playground equipment and surrounding nature, naming each thing they interact with.
- **Communicative Temptations:** Keep a piece of play equipment, like a ball, just out of their easy reach.
- **Expansions:** Elaborate on their observations, “Yes, the slide is tall and you slide down fast!”
- **Choices:** Offer them a choice of which area of the park to play in first.
- **Let Your Child Lead:** Let them choose the games and direct the playtime activities, providing language input as needed.
- **Reducing Questions:** Comment on their play and the environment, “You’re climbing so high!”
- **Scripted Phrases:** Use consistent phrases related to play, like “Up we go on the swings!”
- **Imaginary Play:** Encourage them to imagine the playground as a castle or spaceship, using language related to these themes.
- **Recasting:** When they make language errors, model the correct version in your response.
- **Commenting (Sports Commentator Talk):** Narrate their play as if commenting an adventurous sporting event.
- **Sabotage:** Pretend you don’t know how to play a game and have them explain or show you.



# AFTERNOON SONGS

Music can be a delightful way to reinforce rhythm, vocabulary, and expressions in a fun setting.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Include songs that name body parts, objects, and simple actions.
- **Communicative Temptations:** Pause before a favorite part of the song, waiting for your child to prompt you to continue.
- **Expansions:** Add new verses to the song that include more descriptive language or introduce new concepts.
- **Choices:** Let your child choose which songs to sing from a small selection.
- **Let Your Child Lead:** Follow their lead if they start making up their own song and lyrics.
- **Reducing Questions:** Instead of asking what song they want to sing, narrate what you're doing and the songs you're singing.
- **Scripted Phrases:** Incorporate familiar and repetitive song lyrics, allowing your child to join in.
- **Imaginary Play:** Use the songs as a backdrop for pretend scenarios, acting out the lyrics.
- **Recasting:** If they sing incorrect lyrics, gently sing the correct ones alongside them.
- **Commenting (Sports Commentator Talk):** Provide a lively narration as if the songs were a series of performances.
- **Sabotage:** Intentionally mix up lyrics to see if your child corrects you, engaging them in problem-solving.



# CHOOSING AN AFTERNOON ACTIVITY

Decision-making is crucial in fostering a child's sense of agency and language development.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Describe the options for afternoon activities, naming each one with enthusiasm.
- **Communicative Temptations:** Present two desirable activities and wait for them to indicate a preference.
- **Expansions:** When they choose an activity, expand on it, "You chose drawing; let's make a big colorful picture!"
- **Choices:** Give them clear options between activities such as playing outside or doing a puzzle.
- **Let Your Child Lead:** Encourage them to set up the chosen activity, providing language input related to their actions.
- **Reducing Questions:** Comment on the benefits or fun aspects of each activity instead of asking which one they prefer.
- **Scripted Phrases:** Use phrases like "It's time for fun! What shall we do?"
- **Imaginary Play:** Suggest they pretend to be a character that fits with the chosen activity for more imaginative engagement.
- **Recasting:** If they use a grammatically incorrect sentence when choosing, recast it correctly.
- **Commenting (Sports Commentator Talk):** Give an animated account of the decision-making process and the start of the activity.
- **Sabotage:** Set up the activity area with a small, intentional mishap they need to fix or point out.





# INTERACTIVE PLAYTIME

Interactive play is where language, social skills, and creativity come together.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the toys and actions during interactive playtime.
- **Communicative Temptations:** Place a needed item for play just out of reach to encourage asking.
- **Expansions:** When your child makes a statement, expand it into a more complex sentence.
- **Choices:** Offer choices between toys or play themes.
- **Let Your Child Lead:** Encourage your child to direct the play session and support them with language.
- **Reducing Questions:** Make comments about the play instead of asking about it to encourage descriptive language.
- **Scripted Phrases:** Use familiar playtime phrases that invite interaction.
- **Imaginary Play:** Join in your child's imaginary scenarios, contributing to their story with new words and phrases.
- **Recasting:** When your child uses incorrect grammar, subtly provide the correct form in your response.
- **Commenting (Sports Commentator Talk):** Narrate the play session vividly, as if it's a live game.
- **Sabotage:** Pretend to misunderstand play rules or scenarios to prompt correction and explanation.



# CRAFTING OR COLORING TIME

Crafting and coloring offer visual and tactile stimuli that can be used to enhance language learning.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the colors, tools, and materials used for crafting or coloring.
- **Communicative Temptations:** Show them two colors or tools and wait for them to tell you which one they want to use.
- **Expansions:** When they describe their artwork, add details to enrich their descriptions.
- **Choices:** Offer a selection of coloring pages or craft projects to choose from.
- **Let Your Child Lead:** Encourage them to explain their creative choices and describe what they're making.
- **Reducing Questions:** Discuss the crafting process or comment on the colors and shapes they're using.
- **Scripted Phrases:** Use phrases like "Let's make something beautiful!" and pause for their input.
- **Imaginary Play:** Imagine the creations coming to life and narrate a story about them.
- **Recasting:** Correct any incorrect language in a way that's natural and supportive.
- **Commenting (Sports Commentator Talk):** Give a play-by-play commentary on their artistic process.
- **Sabotage:** 'Forget' to put out a necessary item, like scissors or glue, and wait for them to point out the omission.



# BACKYARD EXPLORATION OR NATURE

Exploring the backyard or taking a nature walk can turn into a language-rich exploration.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Point out and name the flora, fauna, and elements in nature.
- **Communicative Temptations:** Keep a field guide or binoculars just out of reach until they verbalize interest.
- **Expansions:** When they comment on a discovery, expand with more information or related vocabulary.
- **Choices:** Give them options on what to explore or where to go next.
- **Let Your Child Lead:** Encourage them to lead the way and decide what deserves a closer look.
- **Reducing Questions:** Describe what you both see and experience rather than asking probing questions.
- **Scripted Phrases:** Use consistent phrases for common discoveries, like "I spy with my little eye..."
- **Imaginary Play:** Pretend you're both explorers or scientists on a mission.
- **Recasting:** Gently reshape any of their language errors into correct form during conversation.
- **Commenting (Sports Commentator Talk):** Act as a nature show host describing the wonders you both find.
- **Sabotage:** Set up a 'discovery' like a hidden toy bug or plant and see if they can find and describe it.



# PRETEND COOKING OR SHOP PLAY

Playtime with pretend food or a toy store can be a delightful setting for learning and using language.



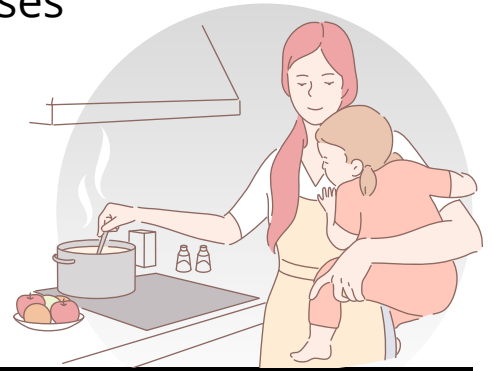
## TRY ONE OF THE STRATEGIES:

- **Naming:** Name each food item and piece of play money or store equipment.
- **Communicative Temptations:** Place 'customers' or 'orders' that require specific items, encouraging your child to ask questions or make requests.
- **Expansions:** Elaborate on the pretend scenarios with sentences that build upon what your child says.
- **Choices:** Let them decide what's on the menu or what items the store sells.
- **Let Your Child Lead:** Follow their storyline in the pretend play, whether they're the chef or the store owner.
- **Reducing Questions:** Comment on their cooking skills or how they organize their store.
- **Scripted Phrases:** Use phrases that fit the play scenario, like "Time to check out!" or "What's cooking?"
- **Imaginary Play:** Dive into the imaginary world, engaging in role-play and using themed vocabulary.
- **Recasting:** If they use incorrect or incomplete phrases, recast them correctly as part of the play.
- **Commenting (Sports Commentator Talk):** Offer a lively commentary on their play as if broadcasting a cooking show.
- **Sabotage:** 'Forget' to provide an essential item in the play kitchen or store and encourage them to problem-solve verbally.



# PREPARING DINNER

Helping in the kitchen can be a feast for the senses and a banquet for language development.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Involve your child by naming all the ingredients and utensils as you use them.
- **Communicative Temptations:** Place some ingredients slightly out of reach, encouraging them to ask or describe what they need.
- **Expansions:** When they comment on the cooking process, expand on it, "Yes, we stir the soup to make it hot."
- **Choices:** Offer them two simple tasks they can help with, like washing vegetables or stirring.
- **Let Your Child Lead:** Allow them to suggest what to add to a dish, and discuss their choices.
- **Reducing Questions:** Comment on the smells and sounds of cooking, "Listen to the sizzle of the pan."
- **Scripted Phrases:** Use phrases that fit the cooking routine, like "Chop, chop, veggies get cut up!"
- **Imaginary Play:** Pretend you're both famous chefs on a cooking show, describing each step dramatically.
- **Recasting:** If they make a language error, recast it into a correct sentence, "I cutted carrots" becomes "I cut the carrots."
- **Commenting (Sports Commentator Talk):** Narrate the dinner prep as if it's a culinary competition, adding excitement.
- **Sabotage:** Intentionally 'forget' a step in the recipe and see if your child can identify and articulate it.



# DINNER TIME

Mealtime is a perfect setting for practicing language in a social context.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Talk about the dishes being served and the ingredients in each one.
- **Communicative Temptations:** Serve everything but one item they usually enjoy to prompt them to ask for it.
- **Expansions:** Build upon their food-related comments, turning “peas” into “green peas in your bowl.”
- **Choices:** Let them choose between two side dishes or drinks.
- **Let Your Child Lead:** Discuss their day and any topics they bring up during the meal.
- **Reducing Questions:** Make observations about the meal and eating behaviors instead of asking direct questions.
- **Scripted Phrases:** Establish a routine phrase, such as “What was the best part of your day?” at dinner.
- **Imaginary Play:** Imagine you're dining in different countries and discuss the culture and food.
- **Recasting:** Gently correct any grammatical errors in their dinner conversation.
- **Commenting (Sports Commentator Talk):** Offer a playful commentary on the meal, as if it's a gourmet event.
- **Sabotage:** 'Forget' to provide a usual condiment or utensil and encourage them to request it.



# EVENING BATH

Bath time can wash away the day and rinse in new vocabulary and concepts.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name all the bath toys, body parts, and actions as you go through the bath routine.
- **Communicative Temptations:** Place the soap or a toy just out of reach to encourage them to ask for it.
- **Expansions:** When they comment, expand their words into fuller sentences, “Yes, the water is warm and bubbly.”
- **Choices:** Give them the option to choose which bath toy to play with first.
- **Let Your Child Lead:** Let them direct the bath play and talk about what they are doing.
- **Reducing Questions:** Describe the process of getting clean, “We’re washing away all the dirt.”
- **Scripted Phrases:** Use familiar bath-time phrases like “Splish-splash, time for a bath!”
- **Imaginary Play:** Turn the tub into an ocean and pretend to explore underwater worlds.
- **Recasting:** Echo their sentences correctly when they make language errors.
- **Commenting (Sports Commentator Talk):** Commentate the bath as if it’s a fun water sport.
- **Sabotage:** ‘Forget’ to rinse a toy and wait for them to remind you.



# GETTING DRESSED FOR BED

The transition to bedtime is an opportunity for calm, nurturing language interaction.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Discuss each item of their pajamas and bedtime accessories as they put them on.
- **Communicative Temptations:** Hold back a favorite bedtime item until they verbalize their need for it.
- **Expansions:** When they say something about getting ready, expand it to include more details.
- **Choices:** Offer them a choice between two bedtime stories or stuffed animals.
- **Let Your Child Lead:** Follow their nighttime routine preferences, discussing each step.
- **Reducing Questions:** Comment on how cozy their pajamas are or how soft the bed feels.
- **Scripted Phrases:** Use a calming night-time phrase like "Time to snuggle down."
- **Imaginary Play:** Imagine their bed is a boat or spaceship, ready to take them to dreamland.
- **Recasting:** If they mix up tenses or pronouns, recast their sentence correctly in a soothing tone.
- **Commenting (Sports Commentator Talk):** Softly narrate the process of getting ready for bed like a bedtime story.
- **Sabotage:** 'Misplace' a pajama piece to prompt them to notice and use their words to help find it.





# BEDTIME STORYTELLING

Stories are windows to new worlds and a time to explore language through imagination.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Introduce new words and concepts as you read, pointing them out in the pictures.
- **Communicative Temptations:** Pause at a cliffhanger moment to encourage them to predict or ask what comes next.
- **Expansions:** Add to the story with extra descriptive words or related ideas.
- **Choices:** Let them choose which book to read or which part of the book to start from.
- **Let Your Child Lead:** Allow them to interrupt with questions or observations, and build on their curiosity.
- **Reducing Questions:** Instead of asking questions about the plot, make predictions together or discuss the characters' feelings.
- **Scripted Phrases:** Establish a routine closing phrase for storytime, such as "And they lived happily ever after."
- **Imaginary Play:** Encourage them to imagine alternative endings or adventures for the characters.
- **Recasting:** Gently model correct language usage if they mispronounce or use incorrect grammar.
- **Commenting (Sports Commentator Talk):** Provide an animated summary of the story's events.
- **Sabotage:** Pretend to forget the story's details, prompting them to fill in or correct you.



# EVENING PLAYTIME

Evening play can be a quiet time to wind down and engage in language-building activities.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Label toys, actions, and feelings as you play together.
- **Communicative Temptations:** Begin a favorite quiet-time game but wait for your child to ask for their role or the next step.
- **Expansions:** If they make a simple statement about the play, expand it with more information.
- **Choices:** Offer them two quiet play activities to choose from as wind-down time.
- **Let Your Child Lead:** Observe what kind of quiet play they are in the mood for and engage with them in it.
- **Reducing Questions:** Describe the play activity and what it involves, focusing on the calming aspects.
- **Scripted Phrases:** Use repetitive, soothing phrases as part of the play routine.
- **Imaginary Play:** Engage in gentle imaginative play that's conducive to winding down.
- **Recasting:** When they misspeak, recast their words into the correct form softly and gently.
- **Commenting (Sports Commentator Talk):** Quietly comment on the play as if narrating a peaceful scene.
- **Sabotage:** Set up a play scenario with a missing element and prompt them to solve the issue.



# STARGAZING OR NIGHT WALK

A nighttime outdoor excursion can be a serene time for language learning under the stars.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify and name celestial objects or nocturnal sounds you encounter.
- **Communicative Temptations:** Point out a constellation but wait for your child to ask about it or to say something about the stars.
- **Expansions:** When they notice something in the night sky, expand on it with fun facts or related vocabulary, like “Yes, that’s the bright North Star.”
- **Choices:** Let them choose the direction of the walk or which star to learn about next.
- **Let Your Child Lead:** Follow their gaze and their topics of interest, providing language input about the night sky.
- **Reducing Questions:** Make observations about the night and the beauty of the stars rather than asking if they see specific things.
- **Scripted Phrases:** Use calming nighttime phrases, like “The moon is watching over us,” and encourage them to repeat or respond.
- **Imaginary Play:** Imagine different shapes the stars make or create stories about the moon and stars.
- **Recasting:** Correct any language errors in a quiet, supportive manner, modeling the correct usage.
- **Commenting (Sports Commentator Talk):** Give a gentle and awe-filled commentary of the night sky as if it’s a celestial show.
- **Sabotage:** ‘Forget’ to put on your shoes and see if your child notices and tells you.



# PRETEND CAMPING OR FORT-BUILDING

Building a fort or pretending to camp indoors can turn your living room into an adventurous setting for language learning.



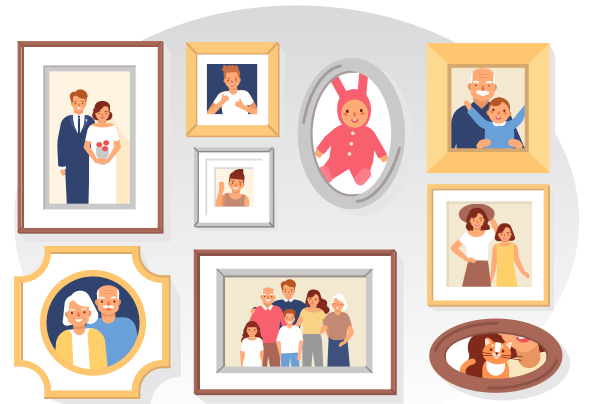
## TRY ONE OF THE STRATEGIES:

- **Naming:** Use specific names for the 'camping' gear and parts of the fort.
- **Communicative Temptations:** Put a desired 'camping' item just out of reach to encourage them to communicate their need.
- **Expansions:** Expand on their fort-related comments or questions by adding more detail, like “Yes, we’re under the fort’s blue roof.”
- **Choices:** Let them decide what materials to use for fort-building or what to 'cook' on the pretend campfire.
- **Let Your Child Lead:** Encourage them to direct the fort-building or camping scenario, engaging in conversation about each of their decisions.
- **Reducing Questions:** Comment on the construction of the fort or the pretend campsite setup instead of asking about what to do next.
- **Scripted Phrases:** Use routine phrases as part of the play, such as “Now we’re safe in our fort!”
- **Imaginary Play:** Create an imaginative narrative about being in the wilderness or on a camping trip.
- **Recasting:** If they use incorrect grammar or vocabulary, recast their statements in the context of the play.
- **Commenting (Sports Commentator Talk):** Narrate the fort-building or camping play as if it’s a thrilling adventure.
- **Sabotage:** Create a make-believe problem within the fort or camp that needs solving, prompting them to use their language to problem-solve.



# LOOKING AT FAMILY PHOTOS

Family photos can be a catalyst for storytelling and a time capsule for language growth.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the people, places, and events in the photos.
- **Communicative Temptations:** Hold a photo album closed until your child asks to see the pictures.
- **Expansions:** When your child comments on a photo, add more context or describe the emotions felt during that time.
- **Choices:** Offer them a choice between two albums or pictures to look at.
- **Let Your Child Lead:** Allow them to ask questions about the photos and tell their own stories or memories associated with them.
- **Reducing Questions:** Share your feelings and memories associated with the photos instead of asking about theirs.
- **Scripted Phrases:** Use phrases like “This was a special day!” when flipping through the album.
- **Imaginary Play:** Imagine what was happening before or after the photo was taken.
- **Recasting:** If they make a grammatical error while describing a photo, recast it in the correct form.
- **Commenting (Sports Commentator Talk):** Give a lively backstory to each photo as if narrating a documentary.
- **Sabotage:** Pretend not to remember a story behind a picture, encouraging them to remind you or create a story.



# PREPARING FOR BED (E.G., BRUSHING TEETH, WASHING UP)

The nightly routine is a quiet concert of activities that can help reinforce language patterns and concepts.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Talk through each step of the routine, naming the tools and actions involved.
- **Communicative Temptations:** Place their toothbrush or washcloth just out of reach, prompting verbal requests.
- **Expansions:** When they comment on the bedtime routine, add an extra detail or related action.
- **Choices:** Offer a choice between two pajama sets or bedtime books.
- **Let Your Child Lead:** Listen to their thoughts on the day and their bedtime routine, and provide language input accordingly.
- **Reducing Questions:** Discuss the steps of the routine in a calming manner, "Now we brush our teeth to keep them strong and clean."
- **Scripted Phrases:** Incorporate a goodnight phrase you use every night, like "Sleep tight, don't let the bedbugs bite."
- **Imaginary Play:** Engage in a short, calm imaginary scenario as they get ready for bed, like imagining sleeping on clouds.
- **Recasting:** Subtly correct any language errors they make as they describe their bedtime routine.
- **Commenting (Sports Commentator Talk):** Offer a soft and soothing summary of the bedtime preparation as if winding down a day's event.
- **Sabotage:** 'Forget' a part of the routine, like not providing a towel, to encourage them to use language to solve the situation.



# GROCERY SHOPPING

The grocery store is a vibrant classroom full of colors, shapes, and new vocabulary.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify and name various foods and items as you add them to the cart.
- **Communicative Temptations:** Place a favorite food item where they can see but not reach it to encourage asking.
- **Expansions:** When they point out something, expand on it, “Yes, that’s a green, crunchy cucumber.”
- **Choices:** Offer them the choice between two types of fruit or snacks to add to the cart.
- **Let Your Child Lead:** Follow their interest if they point out something, and discuss its features.
- **Reducing Questions:** Make observations about the items you're buying rather than asking questions about them.
- **Scripted Phrases:** Use routine phrases like “Into the cart it goes!” when selecting items.
- **Imaginary Play:** Pretend you’re on a treasure hunt for ingredients.
- **Recasting:** Model correct grammar when they talk about the items you’re buying.
- **Commenting (Sports Commentator Talk):** Give a playful commentary on your grocery selection process.
- **Sabotage:** ‘Forget’ to pick up a staple item to see if your child remembers and requests it.



# PARK VISIT

A visit to the park can be an open-air festival of learning and exploration.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the playground equipment and surrounding nature, like trees, flowers, and insects.
- **Communicative Temptations:** Wait at the bottom of the slide or swing and see if your child asks for help to start.
- **Expansions:** When your child makes a comment, expand on it with additional information.
- **Choices:** Let them choose which part of the park to explore first.
- **Let Your Child Lead:** Encourage them to lead the way and decide on park activities, providing language input as you go.
- **Reducing Questions:** Comment on their play and the joy of being outdoors.
- **Scripted Phrases:** Use phrases that are associated with the park, like “Time to climb up high!”
- **Imaginary Play:** Create an adventure story as you play, like being in a jungle or on a pirate ship.
- **Recasting:** Echo their sentences correctly if they make language mistakes.
- **Commenting (Sports Commentator Talk):** Narrate their play as if it’s a thrilling sports match.
- **Sabotage:** ‘Lose’ a ball in a visible but challenging spot and encourage them to problem-solve to retrieve it.





# HELPING WITH SIMPLE ERRANDS (E.G., POST OFFICE, BANK)

Simple errands can be turned into interactive lessons in community roles and responsibilities.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Discuss the places you visit and their functions.
- **Communicative Temptations:** Hold onto a form or a pen and see if they request it to help.
- **Expansions:** Add to their observations by providing more details about the errand process.
- **Choices:** Offer them a choice of which errand to run first.
- **Let Your Child Lead:** Let them hand over the mail or insert the bank card, guiding them with language about the process.
- **Reducing Questions:** Describe what is happening and the purpose of the errand instead of quizzing them.
- **Scripted Phrases:** Use consistent phrases for errands, like “Now we pay at the counter.”
- **Imaginary Play:** Imagine you’re postal workers or bankers, and discuss what that would entail.
- **Recasting:** When they make errors in their descriptions or questions, recast them in the correct form.
- **Commenting (Sports Commentator Talk):** Offer a lively narrative of the errand routine.
- **Sabotage:** Pretend to forget how an errand is done and see if they can instruct you.



# VISIT TO THE LIBRARY

The library is a treasure trove of knowledge, stories, and a quiet place for learning new words.



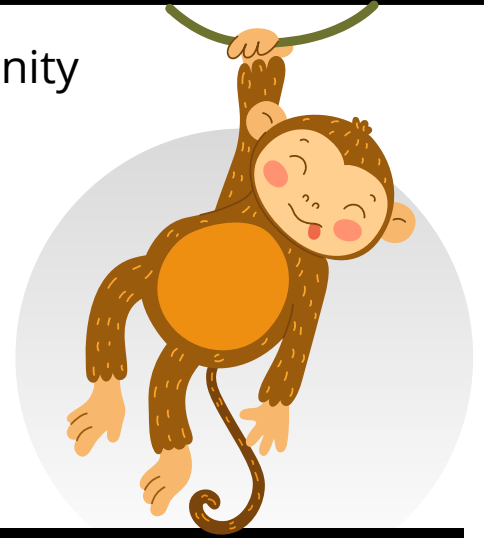
## TRY ONE OF THE STRATEGIES:

- **Naming:** Point out and name the sections of the library, the different book genres, and any features like computers or art.
- **Communicative Temptations:** Show them a book slightly out of reach to encourage them to ask for help.
- **Expansions:** When they show interest in a book, expand on the topic, “This book has dinosaurs, creatures that lived long ago.”
- **Choices:** Give them options between various books or library activities.
- **Let Your Child Lead:** Follow their interests in choosing books or exploring library sections.
- **Reducing Questions:** Talk about the library’s rules and the quiet atmosphere.
- **Scripted Phrases:** Use familiar library-related phrases, like “We can find adventure in books.”
- **Imaginary Play:** Encourage them to imagine stories beyond what's in the books.
- **Recasting:** Gently correct any language mistakes while discussing books or library features.
- **Commenting (Sports Commentator Talk):** Quietly comment on the library exploration as if sharing a secret story.
- **Sabotage:** ‘Forget’ the library card at the checkout and see if your child reminds you.



# TRIP TO THE ZOO

A zoo visit can be a fun and educational opportunity to learn about animals and their habitats.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name each animal and describe their features and habitats.
- **Communicative Temptations:** Pause in front of an enclosure and wait for your child to ask or talk about the animal.
- **Expansions:** When they point out an animal, give more information, "That's a giraffe with a long neck to reach high leaves."
- **Choices:** Offer them the choice of which animal to see next.
- **Let Your Child Lead:** Allow them to navigate the zoo map and decide the route.
- **Reducing Questions:** Describe the animals' actions and the sounds they make.
- **Scripted Phrases:** Use consistent phrases at each exhibit, like "Here we see the majestic..."
- **Imaginary Play:** Pretend that you're on a safari, spotting animals in the wild.
- **Recasting:** If they use incorrect words or phrases, recast them in a correct manner.
- **Commenting (Sports Commentator Talk):** Give an excited commentary on the zoo animals as if narrating a nature documentary.
- **Sabotage:** 'Forget' which way to go to see their favorite animal and see if they can guide you.



# STROLL IN THE NEIGHBORHOOD

A casual walk around the block is a great chance to engage with your surroundings and learn.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name and talk about what you see: cars, trees, houses, animals, and neighbors.
- **Communicative Temptations:** Hint at spotting something like a bird or flower but wait for them to verbalize interest before showing it.
- **Expansions:** When they comment on a neighborhood feature, add information, "That's Mr. Smith's dog; he's called a Beagle."
- **Choices:** Let them decide which direction to take on a walk or which neighbor's house to visit.
- **Let Your Child Lead:** Follow their lead if they want to stop and explore something more closely.
- **Reducing Questions:** Share your observations of the neighborhood instead of prompting them with questions.
- **Scripted Phrases:** Use familiar phrases related to walking, like "Left, right, left, right, we march along."
- **Imaginary Play:** Imagine the neighborhood as a kingdom or a space station, discussing what each place could be in the story.
- **Recasting:** If they make a language mistake, recast their sentence correctly in context.
- **Commenting (Sports Commentator Talk):** Comment on the walk as if it's an expedition, narrating your shared journey.
- **Sabotage:** Pretend to be unsure of the way back home and encourage them to help find the way.



# VISIT TO A FARMER'S MARKET

A farmer's market is a sensory and linguistic treat, full of fresh foods and learning opportunities.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Identify the various fruits, vegetables, and other products on sale.
- **Communicative Temptations:** Show interest in a product but wait for your child to express a desire to explore or purchase it.
- **Expansions:** When they point to an item, describe its taste, texture, and use.
- **Choices:** Ask them to choose between two types of apples or which bread to buy.
- **Let Your Child Lead:** Allow them to ask the vendors questions about the produce.
- **Reducing Questions:** Talk about the colors, smells, and sounds of the market.
- **Scripted Phrases:** Use a routine phrase when exploring each stall, like "What fresh goodies will we find here?"
- **Imaginary Play:** Pretend you're gathering ingredients for a feast or a potion.
- **Recasting:** Gently correct their sentences as they talk about the market items.
- **Commenting (Sports Commentator Talk):** Give a playful rundown of the market's hustle and bustle.
- **Sabotage:** 'Forget' your shopping list and ask your child to help remember what you need to buy.



# PLAYDATE AT A FRIEND'S HOUSE

Playdates are fantastic for social interaction and using language in play.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Encourage your child to name their friend's toys and describe them.
- **Communicative Temptations:** Set up a situation where they need to ask their friend for a toy or to play a game.
- **Expansions:** When they talk about what they're playing, expand on their sentences.
- **Choices:** Offer them options for playdate activities, like playing indoors or outdoors.
- **Let Your Child Lead:** Let them decide on the games to play with their friend and talk about it.
- **Reducing Questions:** Describe their interactions and the fun they're having.
- **Scripted Phrases:** Use phrases that are common during play, like "Your turn, my turn."
- **Imaginary Play:** Create an imaginary scenario with their friend, like being on an adventure.
- **Recasting:** Correct any mistakes they make while talking to their friend.
- **Commenting (Sports Commentator Talk):** Narrate their play as if it's an exciting sports game.
- **Sabotage:** 'Forget' to pack something for the playdate and encourage your child to problem-solve by asking their friend to share or play a different game.



# WATER DAY

A water-filled day can splash language development with fun and new descriptive words.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Discuss everything involved in water play, from the swimsuit to the types of splashes.
- **Communicative Temptations:** Place a water toy nearby but out of reach and wait for them to ask for it.
- **Expansions:** When they talk about the water, add adjectives or action words, "The water is sparkling and cool."
- **Choices:** Offer them a choice of water activities or toys to play with.
- **Let Your Child Lead:** Encourage them to tell you what they want to do in the water and describe it.
- **Reducing Questions:** Instead of asking if they're having fun, comment on their joyful expressions and actions.
- **Scripted Phrases:** Use fun, water-related phrases like "Splash time!" or "Let's make a wave."
- **Imaginary Play:** Imagine the pool is an ocean or the sprinkler is a waterfall in a jungle.
- **Recasting:** If they make language errors, model the correct language as part of your water play.
- **Commenting (Sports Commentator Talk):** Give a lively description of the water play as if it's a water sports event.
- **Sabotage:** Pretend you don't know how to do something like a water game and have your child explain or show you.



# NATURE WALK OR PARK VISIT

Exploring nature is a fantastic way to develop language around the themes of environment, animals, and plants.



## TRY ONE OF THE STRATEGIES:

- **Naming:** Name the plants, animals, and natural features you see on your walk.
- **Communicative Temptations:** Spot something interesting, like a bird or unusual rock, and see if your child will verbalize curiosity before you explore it together.
- **Expansions:** When they make an observation, add more detail to it, “Yes, the leaves are turning orange because it’s autumn.”
- **Choices:** Let them choose the path to take or which areas to explore in more detail.
- **Let Your Child Lead:** Allow them to guide the expedition, following their interests and commenting on them.
- **Reducing Questions:** Narrate your walk, talking about the changes in the season or the weather.
- **Scripted Phrases:** Use phrases that relate to nature exploration, like “Look, what’s that over there?”
- **Imaginary Play:** Pretend you’re both adventurers or explorers on a mission.
- **Recasting:** If they use incorrect terms or grammar, recast it in a way that incorporates the correct language.
- **Commenting (Sports Commentator Talk):** Comment on your nature discoveries as if hosting a nature show.
- **Sabotage:** ‘Misidentify’ a plant or animal and wait for your child to correct you or discuss it further.

