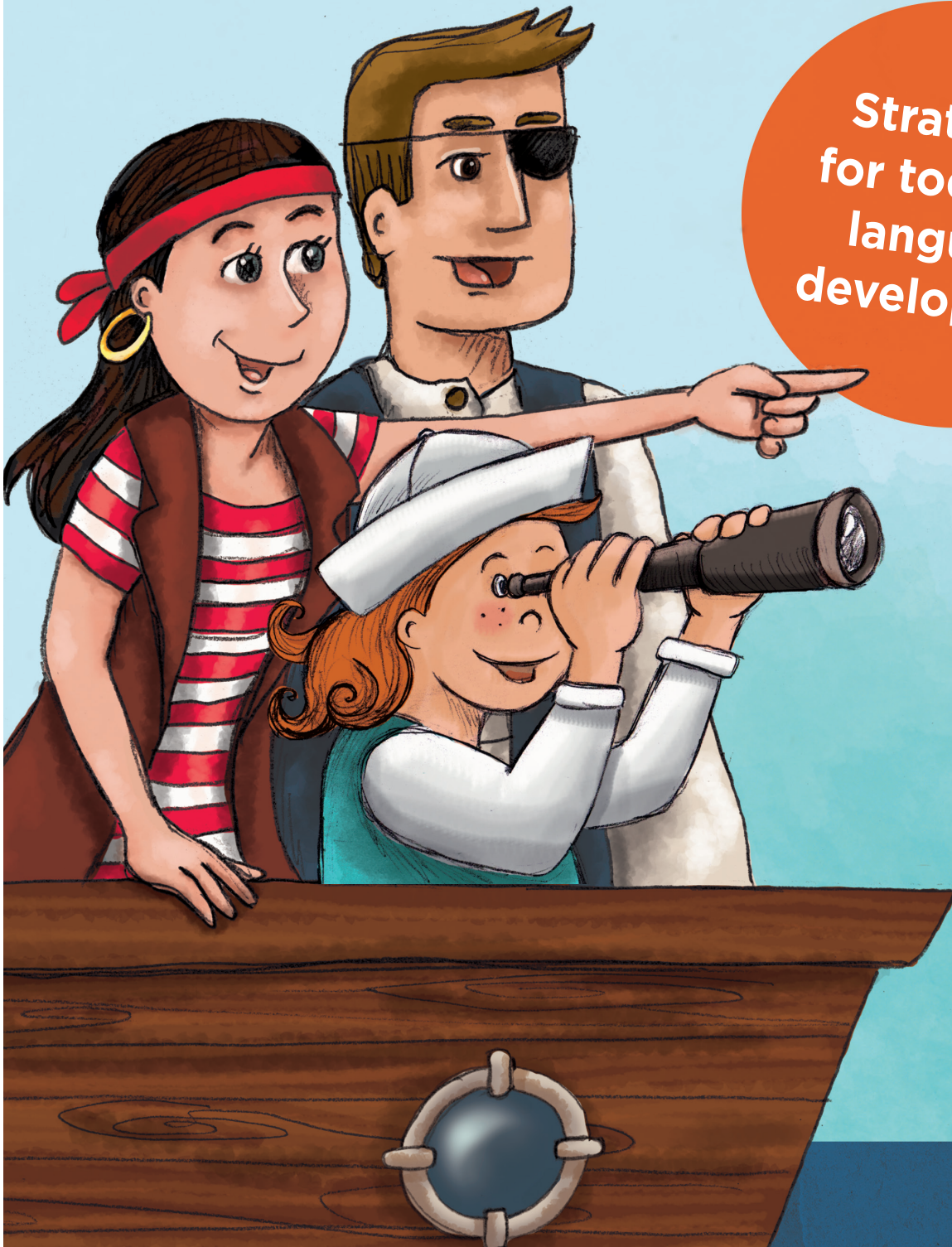


COLORING BOOK

Strategies
for toddlers'
language
development



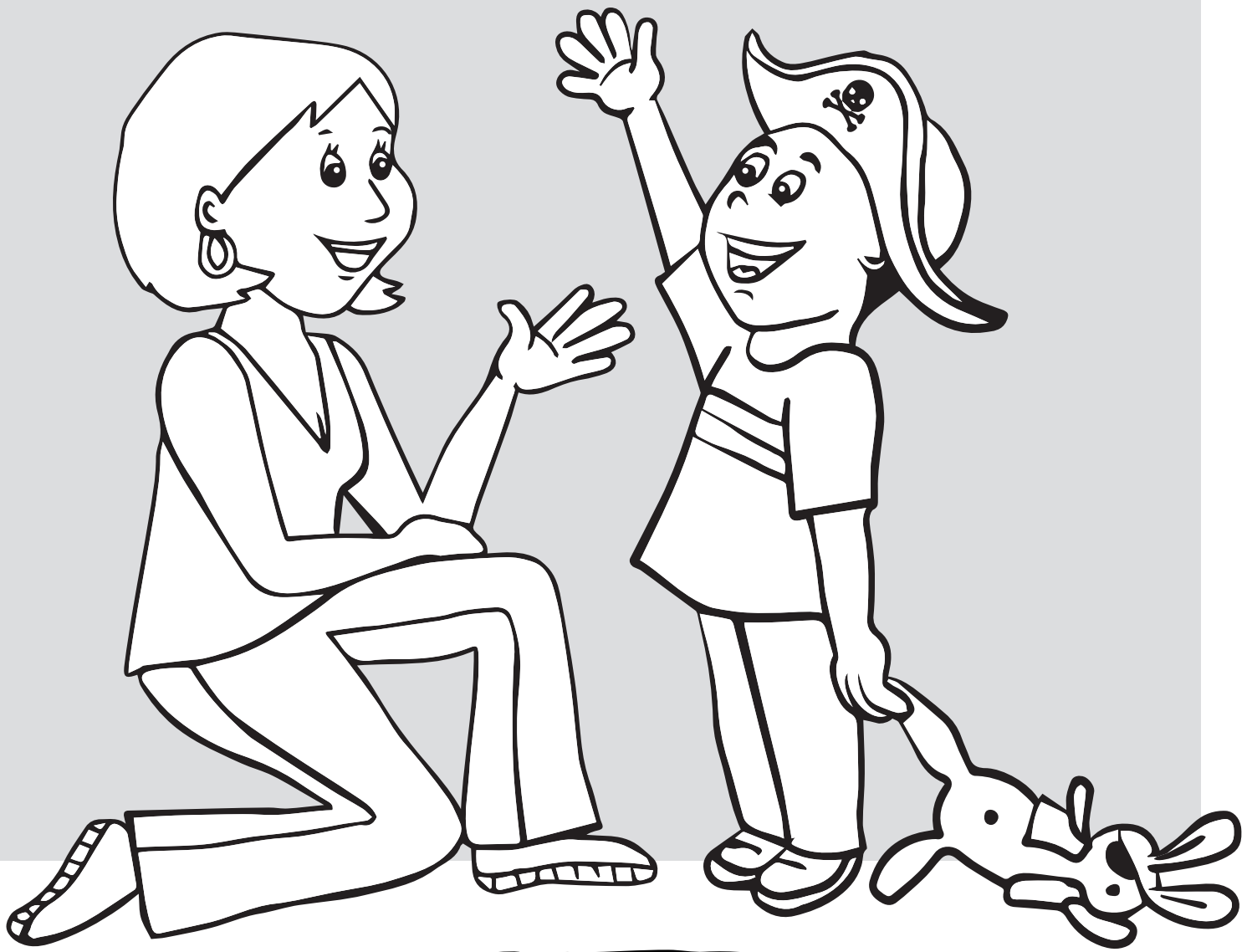


As part of the
**REGROUPEMENT DES COMITÉS LANGAGES
LOCAUX DE LA MONTÉRÉGIE OUEST
ALLIANCE LANGAGE,**

promotional tools for all territories have been updated and revised using the same visual. In addition to equipping parents and caregivers, the partners involved stressed the importance stimulate children's interest in language.

This need is also at the heart of concerns of the families involved in the Parents' Committee, this coloring book was born.

This tool will, we hope, enable you to involve your child on this journey while having fun.

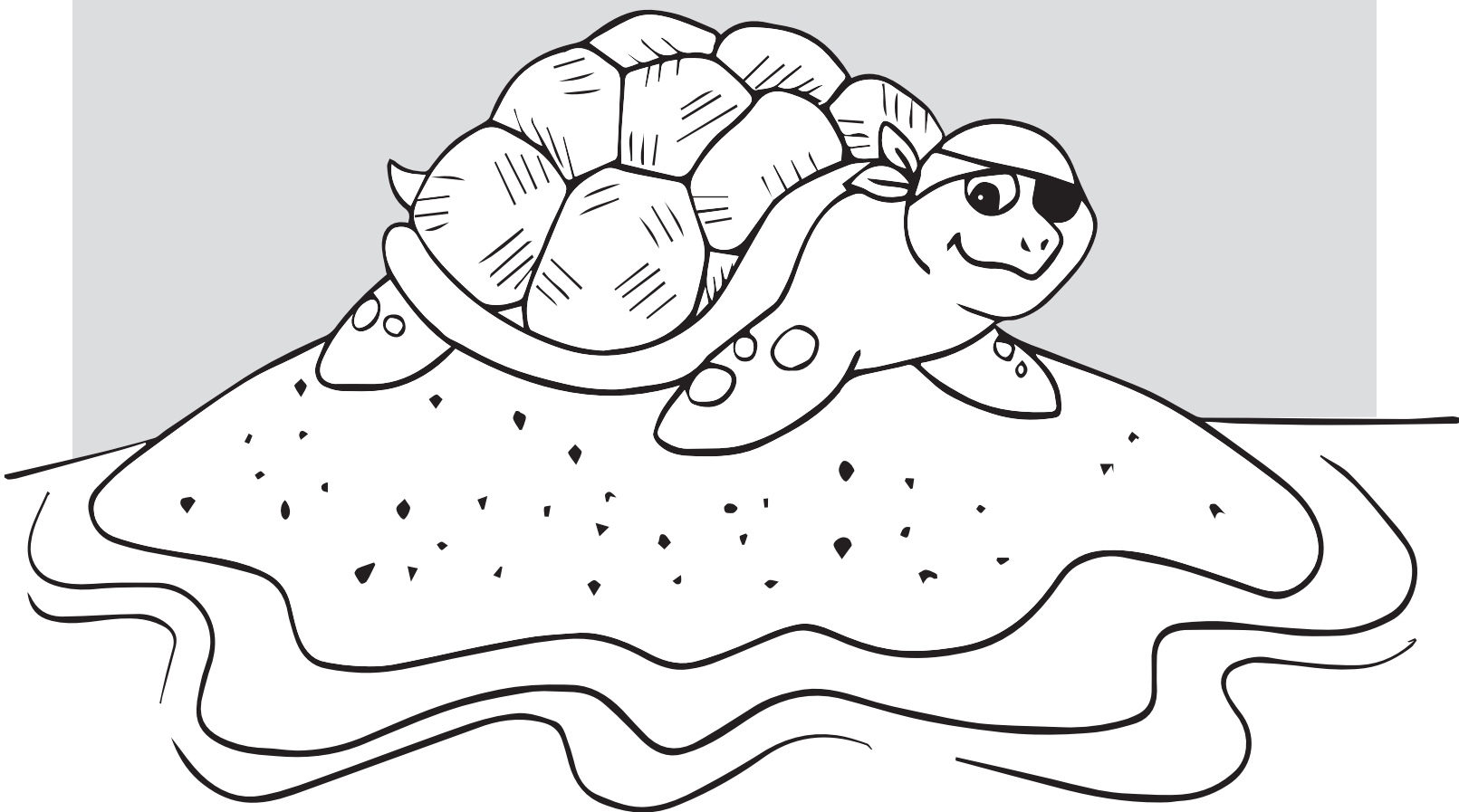


Position yourself at
the child's level.

I am down at the child's
level and we are face-to-face
while talking.

Speak slowly.

I speak slowly when
talking to the child.





Improve communication
by following your child's
interests.

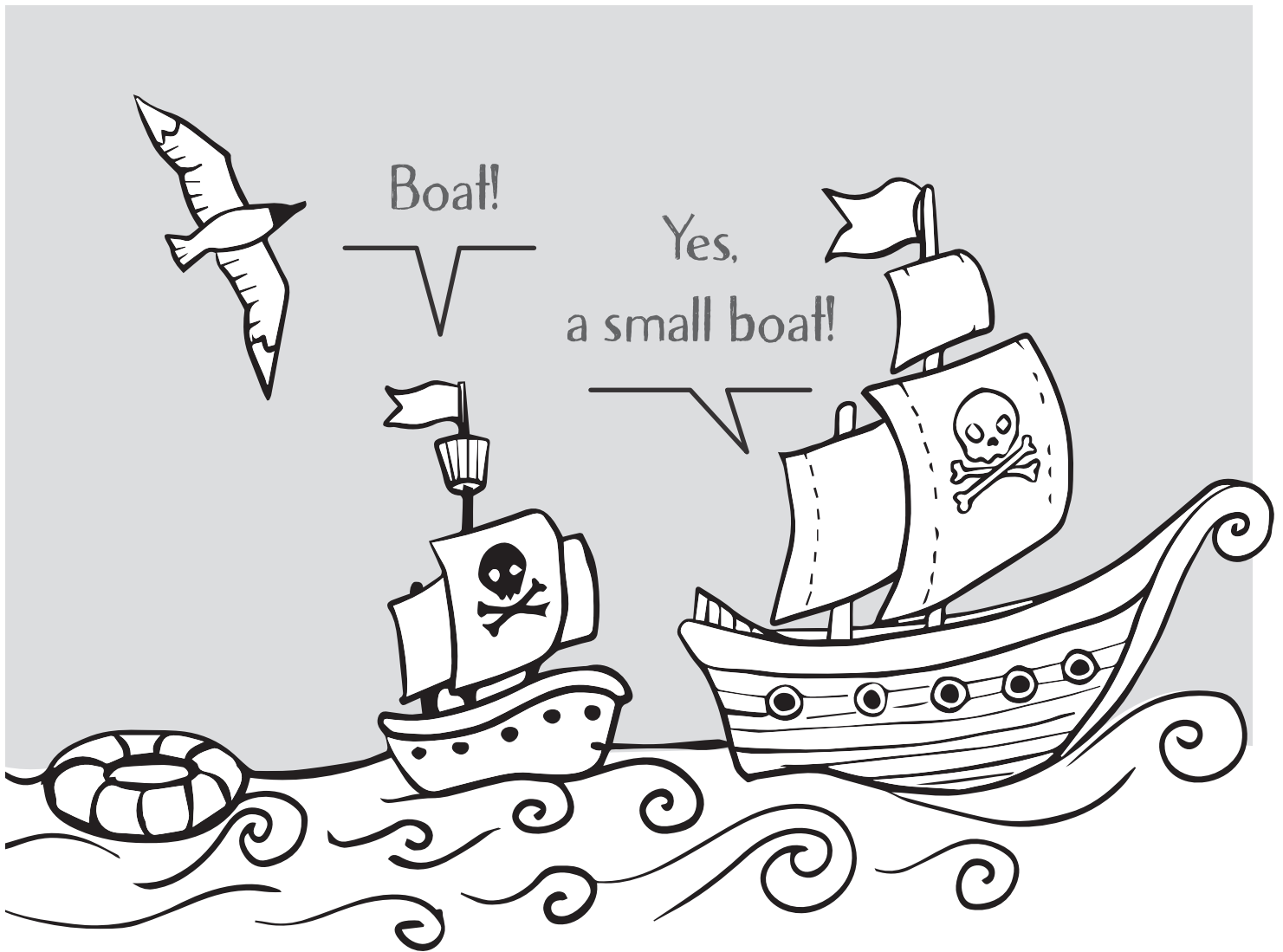
I am listening and observing the child so
I can follow his/her interests.

Describe your actions.

Describe yours and your
child's actions out loud.

I am cutting an apple.
You are mixing the dough.





Expand the child's
sentences.

Add a word or more to
expand the child's utterance
to make a sentence.

Ask open-ended questions

Try to avoid questions that can be answered with a yes/no response.

How did it happen?
Where? When?



You're THHHH-irsty?

What would you
like to drink?

I'm firsty!



Rephrase. You are a model.

When the child makes a mistake, rephrase the sentence using the correct words. It is not necessary for the child to repeat the corrected version. Hearing it is enough.



Have you seen the boat?

**Make mistakes
on purpose.**

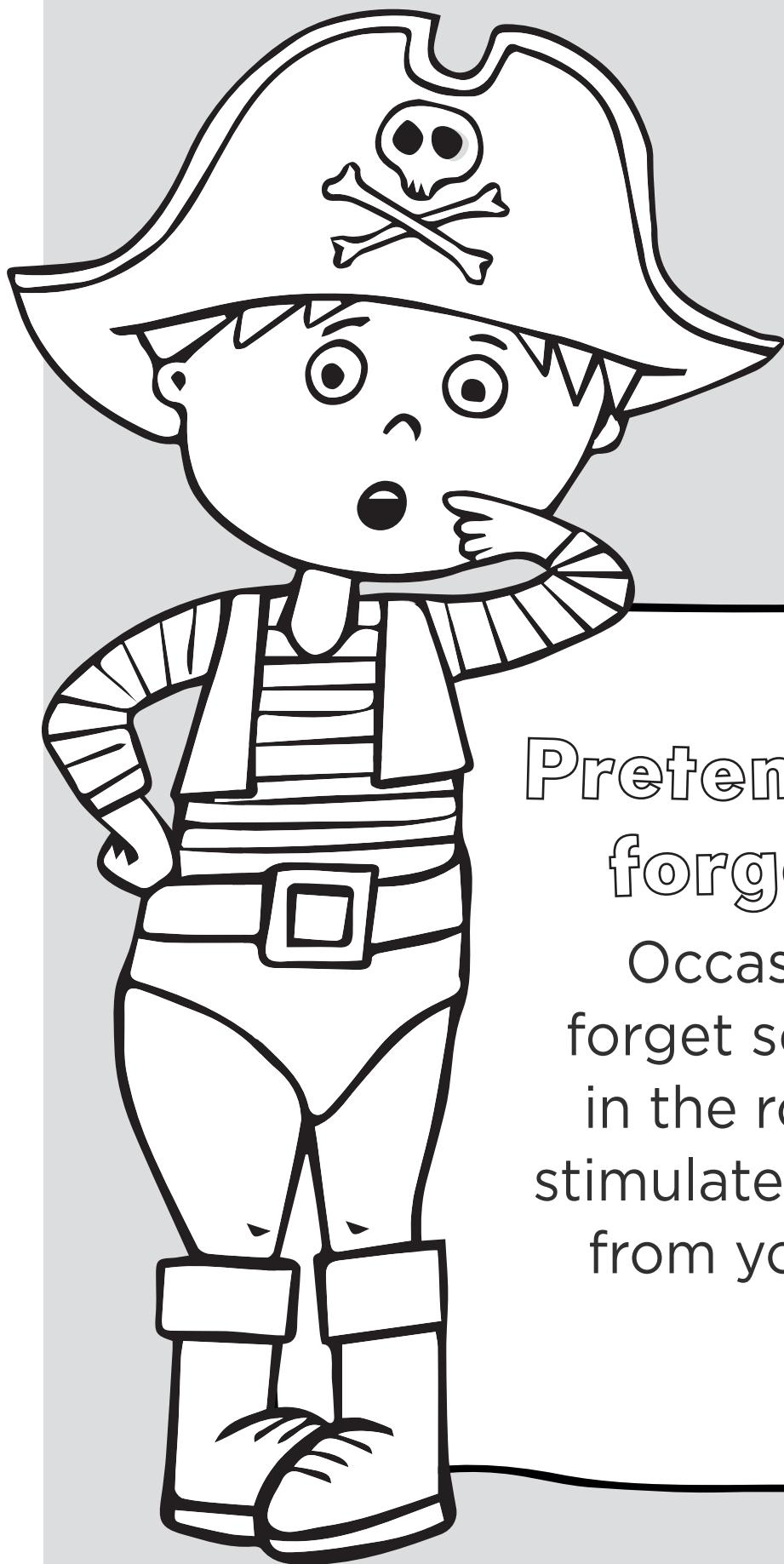
Make mistakes on purpose
to get your child's attention and
encourage him/her to correct you.

Wait

(five seconds).

Give your child time to respond
or formulate their request.





Pretend to be
forgetful.

Occasionally,
forget something
in the routine to
stimulate a reaction
from your child.



Use natural gestures.

Using gestures supports communication and can help others understand or help us be understood.

When understanding is difficult, use these three steps:



1.

Give the direction/
instruction verbally

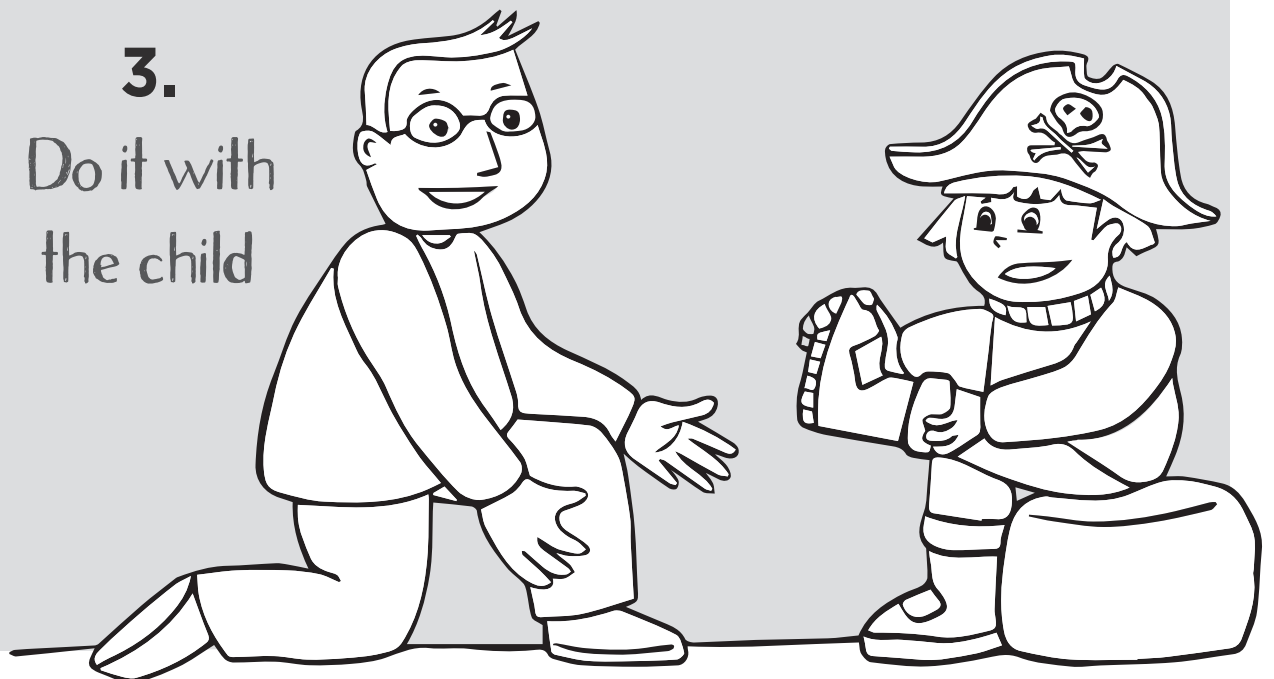
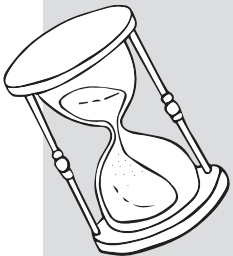


2.

Add a gesture

3.

Do it with
the child

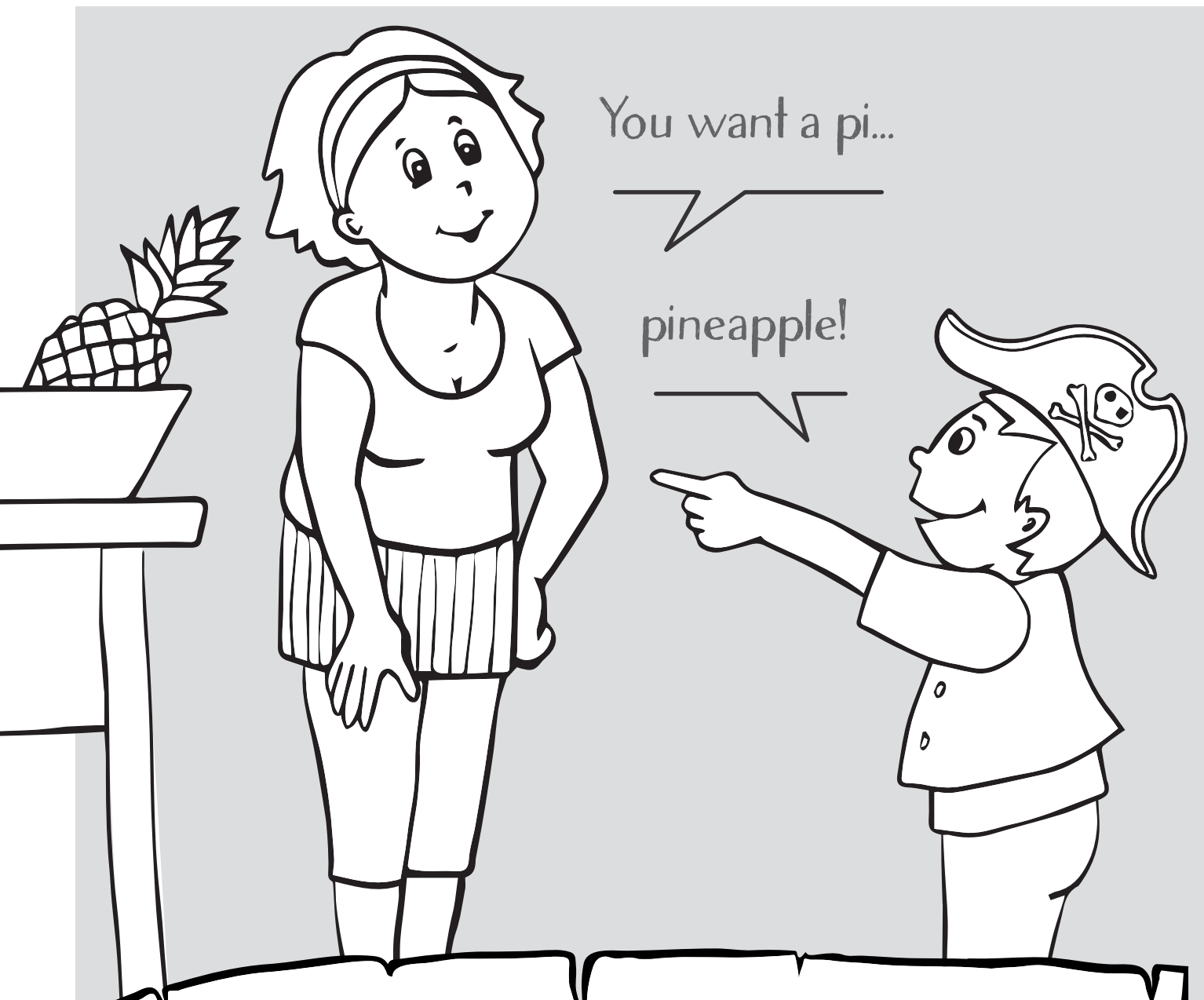


Offer a choice of answers.

When the child does not use the correct word or does not answer a question correctly, offer the child a choice.

Do you want
an apple or
a banana?





You want a pi...

pineapple!

Say the beginning
of the word.

When the child is looking for
a word, help him/her by saying
the beginning of the word.

Give clues / play guess who.

Describe the item naming its category,
its function/ use, a description etc.

It is a fruit. It is round and orange.

It's an... orange!



You're a little pirate too.
Draw yourself dressed as a pirate.

Draw your family dressed as pirates.



You are concerned about your
child's language development?
Visit our website
ensemblepourlelangage.ca
or contact nearest community
organization from your home :

A French version is available on the website **ensemblepourlelangage.ca**