



Before you start:

- Get your child's attention
- Make it fun!
- If it is not working, try again later.



Read and talk in the language that you know best.



Have siblings, relatives, and friends do these activities too!

What families can do...

Play "I spy/I see" with your child.

"I see something that is green.
What is it?"

"I spy something that you eat with.
What do you think it is?"

"I spy something soft and cuddly.
Go find it!"

Read with your child. Stop and ask them questions.

"What is the person eating?"

"How do you think they feel?"

"What happened to the child at the zoo? What happened to us when we went to the zoo?"

Play "Simon says." Give your child directions to do an action. Say to your child "Simon says..."

"Simon says point to your ear."

"Simon says hop like a bunny."

**Let your child be Simon too! They can use pictures or gestures to give your directions.*



Read a familiar or favorite story with your child. Act out the story together.

"I'll be the mommy raccoon and you can be the baby raccoon."

How do I know my child is learning?

★ Your child may understand more than they can say or show.

Your child may:

- understand/use/know more gestures, words, or stories
- understand/use/know new words, phrases, sentences, or ideas
- follows more or difficult directions (directions with more than one step)
- ask or answer more questions
- connect what they see in stories to their world

Interacting with people, books, & the world builds comprehension!

Especially for Families of Preschool Students with IEPs

Vocabulary

What is vocabulary?

Vocabulary refers to words we must understand to talk, learn, and socialize.

Words can be:

- spoken
- written
- symbols/pictures
- signing
- other gestures (i.e. eye gaze and blinking)

Children may develop early language and vocabulary skills in more than one language.

Why is it important?

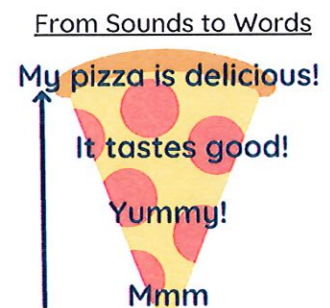
Vocabulary:

- influences listening, speaking, reading, and writing.
- helps children express their wants, needs, feelings, and ideas.

What does it look like?

Children show they are developing vocabulary when they:

- cry or smile
- make sounds
- say words/show pictures or symbols
- put words/pictures or symbols together
- use sentences



A vocabulary goal on an Individualized Education Program (IEP) might sound like:

- language acquisition/development
- expressive language
- labeling/describing
- communication
- oral language



Remember: Children develop at different rates and each child is unique in their development and growth. A child's family is an important part of their development and learning.



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What families can do...

Describe what you or your child are doing as you go about your day.

"I am putting toothpaste on your toothbrush. You are brushing your teeth."

Use new vocabulary based on what you are doing/seeing together.

"Look! We never saw this *episode*."

Talk with your child throughout the day. Ask questions, name things around you, and tell stories.

"We had fun at the museum, didn't we? I remember when your grandpa took me there when I was 4 years old."

Make reading part of your daily routine. You can read everything, books, street signs, labels, or menus.

"That sign says ."

How do I know my child is learning?

★ Your child may understand more words than they can say.

Your child may:

- use/know more gestures, sounds, or words
- repeat sounds and words
- use/know new words
- use/understand longer phrases or sentences

Hearing language is learning!