

THRIVE BY 3



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COMMUNICATION, LANGUAGE AND TEXT

"TALK TO ME, SING, READ AND LISTEN TO ME!"

Title:

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Communication, language and text

"Talk to me, sing, read and listen to me!"

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THRIVE BY 3



About

- Language development – Talk to me and listen to me
- To "read" – Read to me and let me contribute myself
- Write and draw – I'm drawing a squiggle!

In this booklet you will find text and suggestions about your child's language development, your child's budding interest in words and reading, as well as your child's enjoyment from writing and drawing. The information is presented in two columns: "Children can...." are examples of what children aged 9-18 and 16-36 months are about to learn, be, do, and know. "What you can try to do together with your child...." are examples of what you can do to help your child thrive, learn, and develop. Some of the things you will read will likely be familiar and you probably already practice some of the examples of what you can do together with your child. Perhaps there is still something that is new to you, something you did not know your child could do, or that you would like to try some of the suggestions with your child?

Keep in mind that the age divisions are not absolute. Many younger children can do some of the things listed for children aged 16-36 months, and much of what is listed under 9-18 months is applicable to older children.

The descriptions and suggestions in this booklet can be viewed as a basis for thinking through and talking about how to best support your child in different situations in everyday life. They are not set answers.

LANGUAGE DEVELOPMENT

TALK TO ME AND LISTEN TO ME

Children aged 9-18 months can...

- Turn toward the person speaking, noticing what the speaker is looking at or pointing toward.
- Turn around, stop or talk when their own name is called or said.
- React when familiar words are used, such as clapping when a caregiver says "clap."
- Point to familiar people, parts of their body and things in response to the question "where is.....?".
- Use specific sounds about people or things, e.g. say "ma-ma" for mum.
- Use one-word speech, e.g. say "up" to be lifted up.
- Use short two-word phrases like "I go" and "I have".
- Enjoy following simple instructions such as "Bring the ball to me".
If your child learns two languages, they may not say anything in the second language, but can communicate with gestures and facial expressions. Show that they understand the other language through, e.g., following simple instructions.

What you can try to do together with your child...

- Describe objects, toys and activities that your child is playing with/doing (e.g. "There's the red car, you are holding your dolly, your dolly is sleeping, we are taking a walk, we are riding the bus"). Then give your child time to respond.
- Read to your child, look at picture books, sing and tell your child stories. Preferably the same books over and over again. Repetition promotes learning.
- Introduce new words and associate them with known words, e.g. "This is a juicy pear".
- Repeat what your child says and expand it into whole sentences.
- Repeat questions and instructions when necessary and say the answer if necessary.
- Ask your child who, what, where questions when appropriate (but be aware that many questions may disturb your child's own focus). Give your child time to respond.
- Play games where your child says the name of well-known objects. You can do this when you're playing outside, when you're looking in books, tidying up toys, etc.
- Guess what your child is saying. Expand what your child is saying, e.g. when your child says "bus" or "bu.." – You can answer: "Yes, there's the bus, or we're riding the bus, the bus is big, the bus is going down the road...etc."

- Follow instructions that include verbs like jump, run, take, open, go, etc.
- Touch the correct body parts during songs or games that involve identifying parts of their body (e.g. "head-shoulder-knees and toe").
- Point to or say the name of an object when they are told what the object is used for ("What are you drinking from?" The child replies "cup").
- Name pictures in a picture book, e.g. cat, tree, ball, shoe, car, house, etc.
- Mostly use words consisting of one or two syllables but also some three-syllable words (e.g. animal)
- Gradually use 3 and 4-word sentences with verbs and nouns.
- Use denial in "I don't want to" sentences.
- Use adjectives in sentences such as "big bag", "green hat".
- Ask and answer simple questions. "You go?"
- Begin to follow grammatical rules, but not always correctly.
- Change the tone of what they say to change the meaning of the content (e.g. go up at the end of a sentence to mark a question, make their voice softer and brighter when they are giving comfort, or being kind to someone).
- Retell an event with help. Talk about activities they have been doing in the near past.
- Use your language extensively with your child.
- Speak and answer in full sentences.
- Let your child have access to books with words.
- Let your child experiment with new words by saying the first part of a sentence and letting them complete it.
- Respond with proper pronunciation when your child pronounces a word incorrectly (without saying that what they said was incorrect).
- Read books or tell stories in your child's native language (if this is something other than Norwegian) and in Norwegian.
- Use rhymes and songs and encourage your child to participate.
- Support your child when he/she is talking with other children.
- Help your child take turns in conversations – listen and talk.
- Give only one message at a time. Use understandable words.
- Talk to your child about what's going on here and now. Let your child "answer".



TO "READ"

READ TO ME AND LET ME CONTRIBUTE MYSELF

Children aged 9-18 months can...

- Point at pictures and words in books; have favourite books; increasingly handle books by, e.g., turning the pages themselves.
- Get a book and take it to an adult to show that they want to be read to.
- Focus their attention for short periods when they look in a book.
- Participate in telling stories, singing songs and reciting rhymes (e.g. doing the hand movements for "Itsy Bitsy Spider").

What you can try to do together with your child...

- Read books, rhymes and rules.
- Choose books with activities familiar to your child.
- Let your child point at pictures when reading/telling the story. Ask "Where are....?" questions when you read and let your child point.
- Show your child how you turn the pages of the book, hold the book, and read the book, and how your child can hold and turn the pages of the book themselves.
- Sing songs and play games with the same and different word sounds and rhythms.

Children aged 16-36 months can....

- Derive pleasure from and enjoy reciting parts of familiar rhymes, verses and stories. Say the last word of a familiar rhyme to complete it.
- Sing songs with, or recite letters from the alphabet.
- Begin to understand that letters represent words.
- Pretend to read. Know what's up and down on a book. Can, among other things, imitate that they are reading by flipping the pages, remembering and telling the story.
- Notice both pictures and text in a book. Describe the action in the pictures.
- Recite familiar words in a book when he/she is read to.
- Remember persons/characters and actions from familiar stories.
- Predict what happens next in a familiar story.
- Recognise letters on buildings, signs, etc.
- Request a favourite book or story many times.

What you can try to do together with your child...

- Ask your child questions about the story you are reading.
- Make up songs about your child and your family, friends, etc.
- In the daily activities that your child takes part in at home, it is important to point out words and sounds that are similar, e.g. fruits beginning with the same letter/sound (pear, plum).
- Sing alphabet songs together.
- Encourage your child to point out and recognise letters.
- When you read to your child, you can show the front page and tell your child who has written the book.
- As you read, you can trace the text with your finger to show your child the flow of what you read.
- Take your child to the library, bookstores, and other places where your child can see and explore books.

WRITE AND DRAW

I'M DRAWING A SQUIGGLE!

Children aged 9-18 months can...

- Hold a pencil/crayon/pen in their fist (not a pencil grip) and draw "squiggles" on a sheet without any help.

What you can try to do together with your child...

- Give your child access to crayons and sheets of paper.
- Write your child's name and say the letters when you write them.
- Draw for your child and talk about what you draw. Drawing objects familiar to your child.

Children aged 16-36 months can....

- "Sign" photos or drawings they have made, or ask an adult to write their name on the picture.
- Scribble and "write" on sheets of paper and tell others about what they've written.
- Draw horizontal and vertical lines.
- Use different writing tools (pencil, crayon, pen, brush).

What you can try to do together with your child...

- Confirm your child's attempt to write and give your child many opportunities to write and draw.
- Ask questions about your child's drawing and write down what they say on the sheet.
- Ask your child to tell a story, write it down and read it to them.
- Let your child watch when you write something, e.g. a to-do list, a short story or a letter.
- Let your child help write cards to grandparents, siblings and other people you know, e.g. let them "write" their name/sign.





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