



# Helping Kids Discover and Develop Language 2 Years

## 1. THE CHILD USES 2-WORD SENTENCES.

For example, the child may use: agent + object (e.g., "Mommy sock."), agent + action (e.g., "Tommy go."). At this stage, a child expresses meaning through the tone of his/her voice and the ordering of words in his/her sentences. The child may use word combinations that adults do not use (e.g., "allgone juice", "more up", "no down").

### SUGGESTIONS:

- ☆ when your child produces 1 word, you can immediately use that word in a 2- or 3 -word phrase (e.g., Child: "Mommy"; Adult: "Mommy help"). Increasing the length of your child's production is called expanding .
- ☆ use 2-word sentences in your speech that you think your child can produce. Include words in your sentences that you have heard your child use.
- ☆ talk about what your child is doing while he/she is doing it (e.g., say, "Truck go" as your child pushes his/her toy across the floor).

## 2. THE CHILD HAS A VOCABULARY OF APPROXIMATELY 50 WORDS.

### SUGGESTIONS:

- ☆ you can increase your child's vocabulary by exposing him/her to new experiences
- ☆ follow your child's lead and label new actions and objects in which your child shows interest
- ☆ verbally interact with your child as much as possible
- ☆ use daily routines (e.g., bath time, getting dressed, setting the table) as opportunities to increase vocabulary
- ☆ label objects, people and actions when reading to your child

## 3. THE CHILD FOLLOWS 2-STEP COMMANDS THAT ARE ACCOMPANIED BY GESTURES.

For example; the child understands the request: "Pick up your toys and put them in the toy box" as Mom points to the toys and toy box.

### SUGGESTIONS:

- ☆ use commands which involve simple words
- ☆ when you are giving longer directions such as "Find your doll and give it to Sue", break them into smaller parts or provide your child with hints about what he/she is to do (e.g., before repeating the second part of the above command, you might say, "You have the doll. Who gets it?")
- ☆ activities such as baking cookies, making juice or doing crafts allow you to give your child simple directions

## 4. THE CHILD USES SUCH PRONOUNS AS "ME", "MINE", "MY", AND "YOU".

These pronouns are not always used appropriately.

### SUGGESTIONS:

- ☆ use sorting the clothes with your child as an opportunity to use pronouns. You can talk about to whom the clothing belongs (e.g., "My sock", "Your sock", "This is mine")
- ☆ while looking at family pictures talk about the people in the photos using pronouns (e.g., "Where is mom? Here she is.")

## 5. THE CHILD USES NEGATIVE FORMS SUCH AS "NOT" AND "NO" IN COMBINATION WITH ANOTHER WORD.

For example; the child may say: "No shoe" when he/she expects his/her shoes to be in a place where they are not; "Not go" when he/she does not want to leave.

### SUGGESTIONS:

- ☆ if your child just says "no" or "not", expand his/her statement by adding a second word (e.g., if your child. says: "No" while you are pouring juice, respond with "No juice")