

**DOES YOUR CHILD:**\_\_\_\_\_  
*Child's Name*

Seem to understand some words that you use?

 Often       Sometimes       Not YetLet you know when they want or don't want something?  
(e.g. by reaching, making noises, or moving their body) Often       Sometimes       Not Yet

Smile, reach, or make noise when you read or show pictures?

 Often       Sometimes       Not Yet*Clip and return to school.**Clip and Save.***Talk about objects and actions**

Talk about what your child is doing. You can use full sentences but emphasize or repeat the main object or action to help your child focus on the main words. For example, if your child drops a spoon during a meal, you might say, "You dropped the *spoon*. Where is the *spoon*?"

**Sing songs, play games, or label body parts**

Your child is becoming more aware of their own body so they may be naturally interested in the names of body parts. Cover your child's foot with a blanket and ask, "Where's your foot?" Uncover it and say, "There's your foot!" and then tickle or rub their foot. Sing "Head, Shoulders, Knees, and Toes" or other songs about body parts. Touch those parts of your child's body as you sing. Read books that talk about body parts and point these parts out on your child and on yourself. Give your child a massage and label their arms, legs, or back as you massage.

**Expose your child to books, pictures, signs**

Singing songs, reading books, or talking about what you see in a picture helps build an interest in words and reading. Make it fun and silly sometimes. Create a special time for quiet reading. No matter how you enjoy this time together, it can be a time for you to connect and build very early literacy skills.

