

## ***Developmental Vocabulary List***

This list is not thought to be complete or the only one to be used, but rather a base from which to choose. Choose words that relate to your own needs and daily routines. Vocabularies within rural families differ widely from urban families. Many words are listed because they are easier to say (consisting of earlier developing sounds). Please use actual vocabulary instead of made-up words, such as 'koko' for dinosaur. It's ok to use nicknames, but these words should be accompanied by the appropriate more conventional terms. Teach politeness words, such as *please* and *thank you*, by example – modeling is best. These polite words don't carry concrete meaning making them difficult to teach and understand. Instead, have fun being polite to each other! Young children will learn these words while watching and listening to you.

### ***Survival Words*** – words with safety and basic needs in mind

|          |           |      |         |
|----------|-----------|------|---------|
| yes      | no        | help | stop    |
| more     | me        | mine | hot     |
| eat      | drink     | sit  | walk    |
| look/see | come here | go   | line up |

***Animals*** – pet names or animal sounds may be heard before actual labels for animals or even human names. Children often make the animal sound, such as moo before using the actual label, cow.

| <b><u>Pets</u></b> | <b><u>Farm</u></b>  | <b><u>Zoo</u></b>     | <b><u>Forest</u></b>        |
|--------------------|---------------------|-----------------------|-----------------------------|
| dog                | horse               | monkey                | owl                         |
| cat                | cow                 | elephant              | bear                        |
| fish               | sheep               | camel                 | fox                         |
| hamster            | pig                 | giraffe               | mouse                       |
| bird               | goat                | zebra                 | deer                        |
| gerbil             | chicken             | lion                  | moose                       |
| rabbit             | duck                | tiger                 | squirrel                    |
| turtle             | turkey              | kangaroo              | skunk                       |
| <b><u>Pond</u></b> | <b><u>Ocean</u></b> | <b><u>Insects</u></b> | <b><u>Animal Sounds</u></b> |
| turtle             | whale               | bee                   | meow (cat)                  |
| frog               | shark               | fly                   | moo (cow)                   |
| salamander         | dolphin             | mosquito              | baaa (sheep)                |
| beaver             | seal                | worm                  | roar (lion)                 |
| otter              | walrus              | spider                | growl, bark                 |
| snake              | fish                | caterpillar           | quack (duck)                |
| goose              | crab                | butterfly             | ribbet (frog)               |
| duck               | clam                | ant                   | honk (goose)                |

***Foods and Related Words*** – Choose words that help your child make useful choices.

|           |              |                   |              |
|-----------|--------------|-------------------|--------------|
| eat       | drink        | hungry            | full         |
| thirsty   | breakfast    | lunch             | dinner       |
| milk      | juice        | cheese            | meat         |
| chicken   | hamburger    | egg               | hot dog      |
| pizza     | french fries | spaghetti/noodles | soup         |
| cracker   | cookie       | toast             | bread        |
| potato    | corn         | beans             | peas         |
| apple     | banana       | orange            | grapes       |
| ice cream | popcorn      | chips             | cheese puffs |
| candy     | soda/pop     | lollipop/sucker   | gum          |

***Body Parts*** – Children tend to focus on faces first making those parts the first labeled. A great time to work on body parts is during bath or while being changed. Teaching body parts is helpful for later discussion of illnesses or 'where does it hurt' questions.

|         |             |      |       |
|---------|-------------|------|-------|
| eyes    | ears        | nose | mouth |
| tongue  | teeth       | hair | toes  |
| fingers | belly/tummy | feet | hands |
| legs    | arms        | head | back  |
| cheeks  | chin        | neck | chest |

***Clothing*** – Though often a frustrating endeavor, allowing children the opportunity to get dressed on their own or with minimal help, creates a sense of empowerment. And it's simple! Granted, children's choices may not be conventional and likely won't match, but as long as clothing is protective and appropriate for the weather, it can be one of the first endeavors at independence. And in the long run may allow parents more time for other activities or more needy siblings. Babies love to pull off socks and shoes! Use this time to begin a labeling exercise.

|          |         |            |                    |
|----------|---------|------------|--------------------|
| clothes  | coat    | jacket     | hat                |
| gloves   | mittens | boots      | shoes              |
| socks    | shirt   | pants      | dress              |
| swimsuit | shorts  | sunglasses | sandals/flip-flops |

**Vehicles** – *These days many children spend a great deal of time traveling from one place to another. Use the time wisely to teach labels of vehicles or practice making vehicle sounds. Vroom!*

|         |            |       |            |
|---------|------------|-------|------------|
| car     | train      | van   | truck      |
| boat    | bike       | plane | helicopter |
| tractor | motorcycle | bus   | ferry      |

**Places** – *This is where urban and rural differences will occur.*

|            |            |              |               |
|------------|------------|--------------|---------------|
| home       | child care | school       | church        |
| synagogue  | drugstore  | mall         | grocery store |
| restaurant | toy store  | post office  | hospital      |
| doctor     | dentist    | fire station | police        |
| farm       | field      | lake         | ocean         |

**Prepositions or location words** – *Sometimes learned relatively early as prepositions are tangible/concrete for the most part. "Uppy Daddy."*

|             |              |         |         |
|-------------|--------------|---------|---------|
| up          | down         | here    | there   |
| in          | out          | on      | around  |
| over, above | under, below | back    | front   |
| in front of | in back of   | next to | beside  |
| before      | after        | between | through |

**Verbs** – *Action words. Usually beginning verbs are those that can be acted out.*

|         |        |          |       |
|---------|--------|----------|-------|
| stand   | fall   | lie down | dance |
| jump    | climb  | sit      | walk  |
| go      | run    | look     | see   |
| eat     | drink  | feed     | stop  |
| love    | like   | want     | need  |
| wait    | help   | give     | take  |
| come    | ride   | make     | break |
| stay    | push   | bring    | hide  |
| find    | get    | sleep    | potty |
| line up | follow | swim     | hurt  |

Let your child lead you through play and you follow along adding appropriate labels developing vocabulary. ***Have fun as your child learns new words!***

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