



**Talk With Me**  
Early Language Services

## **Helping Children Learn and Develop Language 3 ½ Years**

### **1. THE CHILD BEGINS ASKING “WHAT” AND “WHO” QUESTIONS AND CONSTANTLY ASKS “WHY?”**

SUGGESTIONS:

- ☆ never ignore your child when he/she asks a question. Always provide your child with some type of answer.
- ☆ occasionally, when you are asking your child to do something, fail to provide enough information. This creates the need for your child to ask you questions to fill in the missing details. Use toy telephones to develop questions such as “Who is it?”

### **2. THE CHILD JOINS THOUGHTS WITH “AND”.**

For example, the child may say “I like cats and dogs.”

SUGGESTIONS:

- ☆ ask your child to list what he/she has just seen at the grocery store, the toy store, the zoo etc. (e.g., Caregiver: “We saw milk and bread. Tell Diane what else we saw.”, Child: “Juice”; Caregiver: “And what else?” Child: “And apples and bananas”)

### **3. THE CHILD COUNTS TO AND UNDERSTANDS THE IDEA OF THE NUMBER “THREE”.**

The child will say “one, two, three”, while counting three blocks.

SUGGESTIONS:

- ☆ use opportunities which arise in daily routines to count objects
- ☆ children's television shows such as “Sesame Street” frequently present numbers and counting in a way which appeals to children
- ☆ count objects in picture books

### **4. THE CHILD IDENTIFIES AND RECOGNIZES RED, BLUE AND YELLOW.**

This should occur if colours are commonly mentioned at home or preschool.

SUGGESTIONS:

- ☆ label your child's clothes, toys, etc. by colour
- ☆ use colours in your descriptions of objects as much as possible, as the identification of colours is often an important skill for your child once he/she is in Kindergarten

### **5. THE CHILD USES 4 TO 5 WORDS IN A SENTENCE.**

SUGGESTIONS:

- ☆ expand or rephrase your child's 2- or 3-word sentences to make a more complex utterance
- ☆ read stories to your child which involve sentences of 4 or more words