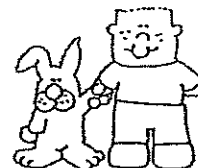


Helping Kids Discover and Develop Language

3 YEARS



1. The child uses plurals to indicate more than 1 object.

The child may say: "books", "balls", "dogs". Some children may add "s" incorrectly as in "foots" instead of "feet".

SUGGESTIONS:

- read books that contain many examples of plurals to your child (e.g. Goldilocks and the Three Bears). Talk about what you see, and count the objects in the pictures
- stress the "s" endings on plural words (e.g. cats) whenever they come up in conversation
- count body parts and other familiar objects (e.g. "Here is one hand. Here are 2 hands.")

2. The child understands "What...doing?", "Where?", "Who?" and "Do you...?" questions.

SUGGESTIONS:

- while reading books with your child, ask questions about the pictures (e.g. "Where's the doggie?", "What is he doing?")
- emphasize these questions when they naturally occur during the day

3. The child follows longer, concrete, 2- to 3-step commands.

These requests may involve prepositions, for example, "Get the dogfood, put it in the bowl and then wash your hands."

SUGGESTIONS:

- use commands which involve simple words
- ask your child to repeat the command before he/she tries to do it
- when you are giving longer directions such as "Find your doll and give it to Chris" do not hesitate to break it 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
- play "Simon Says" with your child. Take turns being Simon.

4. The child understands and uses some adjectives.

For example, the child may use adjectives such as "big", "little", "fast", "slow", "wet", and "dirty".

SUGGESTIONS:

- describe an object that interests your child using these adjectives
- when playing "I spy with my little eye...", use these adjectives as hints

5. The child's vocabulary increases dramatically and some children become real chatterboxes.

The child may tell short stories, describe immediate experiences, give monologues and converse with friends and adults.

SUGGESTIONS:

- exposing your child to new experiences will help to increase his/her vocabulary. Before going away on a trip, talk to your child about what he/she will see. You might show your child pictures of the area to which you will be travelling. Once at your destination, talk about the new things you are seeing and once back home, encourage your child to talk about what he/she saw.
- help your child tell stories by asking questions that guide him/her through his explanation

