

# Helping Kids Discover and Develop Language

## 3 Years

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

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

SUGGESTIONS:

- Exposing your child to new experiences will help them to increase his/her vocabulary. Before going to the grocery store, park or library, talk to your child about what he/she will see. You might show your child pictures of the area or building. 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 explanation

**2. The child uses about 1000 words.**

**3. The child talks in short sentences (3 to 5 words long) that are not always grammatically correct.**

**4. The child talks about past events (e.g. Trip to the zoo) and tells simple stories.**

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

The child may say "books", "balls", and "dogs". Some children may add "s" incorrectly like "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 two hands.")

**6. The child is understood by most people outside of the family, most of the time (i.e. 90% of the time).**

**7. The child understands "What?", "Where?", "Who?" and "Do you...?" and "Why?" questions.**

SUGGESTIONS:

- While reading books with your child, ask questions about the pictures (e.g. “Where is the doggie?”, “What is he doing?”)
- Emphasize these questions when they naturally occur during the day

#### **8. The child follows 2 step commands.**

For example, the child understands the request to “Pick up your toys and put them into the toy box” as mom points to 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 to 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
- Ask your child to repeat the command before he/she tries to do it
- Play “Simon Says” with your child. Take turns being Simon.