

Helping Kids Discover and Develop Language

2 1/2 YEARS

1. The child understands such prepositions as “in”, “on”, and “under”.

For example, when the caregiver says: “The ball is under the couch”, the child will go to get the ball from the appropriate place.

SUGGESTIONS:

- a hide and seek game can involve the use of many prepositions (e.g., your child can hide his/her favourite toy, then you can ask about where the toy has been hidden: “Is it **on** the T.V.?”; “Is it **in** the desk?”)
- label actions that involve your child’s body (e.g., “Sit **down**”, “Jump **up**”, “**Off** table”, “Fall **down**”, “**Under** table”)
- use prepositions while you and your child are putting things away (e.g., “Apples **in** fridge”, “Bread **on** counter”)
- activities such as setting the table and putting away the dishes provide you with many opportunities to use prepositions such as “in”, “on”, and “under”



2. The child produces 2- to 3-word sentences.

For example, the child may say: “Daddy go car”, “Bruno drink juice”, or “Me hit ball”.

SUGGESTIONS:

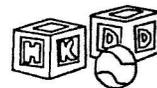
- when your child produces 1 or 2 words, you can immediately use his/her word(s) in a longer phrase (e.g., Child: “Di up”; Adult: “Di wants up”). Increasing the length of your child’s production is called “expanding”.

3. The child understands the concepts of “one” and “all”.

For example, if the caregiver asks for one block, the child will give him/her one block. If the caregiver asks for all the blocks, the child will pick up all the blocks and hand them to the caregiver.

SUGGESTIONS:

- use the words “one” and “all” during everyday events and emphasize these words in conversation (e.g., hold up 1 finger and say “Just **one**” when your child wants to take a handful of candy or a number of cookies from the plate; while making Kool-Aid you might say “Just **one** scoop” or “Pour it **all** in”; while playing with toys such as blocks, you might say “Give me **one** block” or “Give me **all** the blocks”)



4. The child uses approximately 150 to 500 words.

SUGGESTIONS:

- you can increase your child’s vocabulary by exposing him/her to new experiences
- follow your child’s lead and label new actions and objects in which your child shows interest
- verbally interact with your child as much as possible
- use daily routines (e.g., bath time, getting dressed, setting the table) as opportunities to increase vocabulary
- label objects, people and actions when reading to your child

5. The child recites rhymes and songs.

The child may recite or sing rhymes or songs such as “Twinkle, Twinkle Little Star”, “Itsy, Bitsy Spider” and “Old MacDonald Had a Farm”.

SUGGESTIONS:

- take every opportunity to sing songs together as singing often involves physical contact, turn-taking, repetition and gestures which help develop conversational skills
- encourage your child to learn and recite his/her favourite nursery rhymes
- repeat nursery rhymes over and over again to help your child learn them. Don’t worry if your child’s version of the nursery rhyme is not perfect because it will eventually improve.
- say the first part of a rhyme with which your child is very familiar and have him/her finish it (e.g. Parent: “Ring around the...”, Child: “Rosie”, Parent: “Pocket full of...”, Child: “Posie”).

