



## Talking During Activities

### **Observe, Wait, and Listen:**

- Instead of telling your child what to do, follow their lead
- By following their lead, you will notice what their interests are
- Knowing their interests, you will know what to say, ask, teach, or demonstrate
- When you listen to your child, you will know the words or phrases which they have difficulty saying

### **While Using Toys:**

- Talk about what you are doing, without giving attention or focus to it
- Model words or phrases that your child could use while using a particular toy
- Introduce new words associated with the toy (e.g., a farm toy will include words about farm animals and the sounds they make)

### **In Front of A Screen (whether a television or tablet):**

- Explain or describe the stimulus that is being seen
- Make a connection with the screen stimulus to the real world
- Describe events and why actions are occurring
- Separate and distinguish reality from fantasy (e.g., “Can animals talk?”)
- Predict what may happen next (e.g., “I think they are going to...”)
- Discuss the feelings that you observe (e.g., “He looks very sad because...”)
- Point to, name, and describe the things you see (e.g., “This is a big house.”)
- Limit time in front of a screen to 1-2 hours a week (or 30 minutes a day); children need social interactions to develop their speech and language

### **Walking Outside:**

- Say, “I see...”
- Say, “I hear...”
- Ask, “How many \_\_\_ are there?”
- Ask, “What do you see?”

### **Reading A Book:**

- Use images to name, explain, and formulate questions
- Let your child try to “read”
- Go to the library to find books that your child likes and are age appropriate

*Library at Mission and 24th:*  
300 Bartlett Street  
San Francisco, CA 94110  
(415) 355-2800

*Main Library*  
100 Larkin Street  
San Francisco, CA 94102  
(415) 557-4400

### **Around the House:**

- Talk about things that are in the same area (e.g., refrigerator, sink, stove) and what their function is (e.g., “The refrigerator is used to...”)
- Help develop spatial and descriptive concepts with comments on where things are (e.g., “The telephone is on the table.”)