

# Speaking and Listening

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This tip sheet lists some activities you can do with your child to help them develop good speaking and vocabulary skills. Children who hear a wide variety of words from a young age generally do better in school than those who don't hear as many words.

For more ideas and activities visit our library.

*Mengle Memorial Library*  
324 Main Street  
Brockway, PA 15824  
814-265-8245  
[menglelibrary.org](http://menglelibrary.org)

*Library hours are:*  
*Monday through Thursday ~ 10-7*  
*Friday and Saturday ~ 10-5*  
*(Summer Saturday hours ~ 10-2)*

*The Mengle Memorial Library has received grant funding to become a Family Place Library! This project is made possible by a grant from the Institute of Museum & Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries, & the Commonwealth of Pennsylvania, Tom Corbett, Governor.*

*Language activities for  
ages four to six*

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1-2-3  
Grow with Me



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## Speech and language activities for ages 4-6



- When your child starts a conversation, give your full attention whenever possible.
- Make sure that you have your child's attention before you speak.
- Acknowledge, encourage, and praise all attempts to speak.
- Show that you understand the word or phrase by fulfilling the request, if appropriate.
- Pause after speaking. This gives your child a chance to continue the conversation.
- Continue to build vocabulary. Introduce a new word and offer its definition, or use it in a context that is easily understood. This may be done in an exaggerated, humorous manner. "I think I will drive the vehicle to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing: "We use it to sweep the floor" (a broom). "It is cold, sweet, and good for dessert. I like strawberry" (ice cream).
- Work on forming and explaining categories. Identify the thing that does not belong in a group of similar objects: "A shoe does not belong with an apple and an orange because you can't eat it; it is not round; it is not a fruit."
- Help your child follow two- and three-step directions: "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as he or she explains how to build a tower of blocks.
- Exchange roles in the family, so you pretend to be the child. Talk about the different rooms and furnishings in the house. The television also can serve as a valuable tool. Talk about what the child is watching. Have him or her guess what might happen next. Talk about the characters. Are they happy or sad? Ask your child to tell you what has happened in the story. Act out a scene together, and make up a different ending.
- Play games with your child such as "house."
- Take advantage of daily activities. For example, while in the kitchen, encourage your child to name the utensils needed. Discuss the foods on the menu, their color, texture, and taste. Where does the food come from? Which foods do you like? Which do you dislike? Who will clean up? Emphasize the use of prepositions by asking your child to put the napkin on the table, in your lap, or under the spoon. Identify who the napkin belongs to: "It is my napkin." "It is Daddy's." "It is John's."
- While shopping for groceries, discuss what you will buy, how many you need, and what you will make. Discuss the size (large or small), shape (long, round, square), and weight (heavy or light) of the packages.