



Asking for things (requesting)

Children are motivated to **ask for things** (make requests). They can feel frustrated and disappointed when **asking** is difficult. The way we **ask for things** varies between families.

To help children **ask for things**, you can:

Model how to ask for things in your own talking, and
Rephrase children's sentences into a **request** for what they want.

Play with requests: Ask for things in your play together



Play...with blocks

Sit down and play together with blocks. You might make a train track, or a house.

Point to and **request** blocks that are out of your reach.

You: *(pointing to the block)*
Can I have the little block?



At home...at meal times

Give your child a chance to **ask for things** that are out of reach at snack time. Rephrase what your child says into a **request**.

Child: That one.
You: That cup *please?*



Out and about...in the sandpit

Have fun in the sandpit. **Ask** your child to give you things, or **ask for help** and work together.

You: *Can you* give me the bucket?
Can you help me dig a hole?



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Read with requests: Visit the library and borrow some books

Papa, Please Get the Moon for Me by Eric Carle

Can I Have a Hug? by Debi Gliori

Can I Have a Stegosaurus, Mom? Can I? Please? by Lois Grambling

Words for requesting: Use these words in your day

Families decide upon their own acceptable ways for **asking for things**.

Making requests: *Can I (please) have..., I need..., pass the..., I want..., give me the...*

Polite words such as *can I* or *please* make sentences more complex.

You may find that children's **requests** sound more 'polite' as their sentences get longer.

Can I please have another piece of toast? is harder to say than *More toast?*

Learn about requests: Ways to help language grow

When you **model how to ask for things in your own talking**, you are:

- Helping requests make sense to children, and
- Helping them to **ask for things**.

When you **rephrase children's sentences** into a **request** for what they want, you are:

- Showing that you understand what they have said, and
- Giving them the chance to hear and learn a more effective way to **ask for things**.

Children do not have to repeat words after you. The more often children hear different ways to **ask for things**, the more likely they will understand **requests** and begin to use them in their own talking.

Speech pathology key terms: requests, modelling, recasting.