



## 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.