1. **Get on the Child Level Video Transcript**

SPEAKER: Boo. Here I am.

NARRATOR: This allows the child to think and process what is happening in the activity at hand.

Audio description:A toddler sits on the floor facing the camera while a woman crouched behind him on the floor approaches from behind a shoulder to start peek-a-boo. She switches sides, the child smiles, and laughs, she switches sides again.

1. **Notice Cues and Intention Video Transcript**

SPEAKER 1: Oh, yeah, you take your socks off?

CHILD: [Baby Cooling]

SPEAKER 1: There's your toes, tickle, tickle.

CHILD: [Baby Cooing].

Audio description: Child sits on the floor facing an adult kneeling on the floor across from him. She notices him trying to pull off his socks and comments on his intention.

1. **Name It Video Transcript**

NARRATOR: When you name something, you show that words are important. You support vocabulary development. You can use many types of words that label.

SPEAKER: If you turn the page.

Audio description:Toddler and woman sit together on the floor facing one another. They engage in shared book reading looking at the pictures together, making sounds, and labeling images.

NARRATOR: You can also use words that describe, such as "soft" or "cold," show action to tell what things do, such as "bounce" and "jiggle,” or share words about location, such as "on" or "off." When you intentionally use your voice and gestures, you highlight the impact of each word. The sounds, words, and phrases you use should be short and simple to build vocabulary. As you name it, you are building connections to make words meaningful.

Audio description**:** Text on screen, “sounds, words, phrases” then matches audio narration for final sentence.