

CHICHIBERRY PARENTING



— A CHICHIBERRY FIELD GUIDE —

The Everyday *Language Prompts*

40 Gentle Things To Say During The Small Moments That Matter Most

40
PROMPTS

6
MOMENTS

12m–4y
AGES

Companion printable to: Connection Happens In The Small Moments



What's *Inside*

Everything in this printable was made for the moments you're already in. Here is what you'll find — and what each piece is for.

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- 01** **40 Everyday Language Prompts** **PAGES 6 – 11**
Gentle things to say during breakfast, walks, play, bath time, bedtime, and the ordinary in-between moments. Each one is an invitation into connection — not a lesson, not a test.
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- 02** **6 Everyday Moments** **SECTIONS 1 – 6**
The prompts are organised by the moments already in your day — so you can find what you need without searching. Each section has its own page.
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- 03** **Start Here — Your First Four Moments** **PAGE 5**
A quick-start page with 12 favourite prompts across four moments. For busy days when you just need something ready to use.
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- 04** **10 Tiny Moments Worth Noticing** **PAGE 12**
Ten small ordinary things your child does every day that are worth stopping for — not because they're milestones, but because they're yours.
-
- 05** **A Reflection Page** **PAGE 13**
Four quiet questions, a circle-one prompt, and space to write. No right answers — just a pause to think about what you want to notice more.
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- 06** **Print & Cut Cards** **PAGE 15**
Twelve of the strongest prompts in cut-out format — designed to live on your fridge, your bedside table, or in a bag.
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These are not *lessons.*

They're invitations. Small openings in ordinary moments — spaces where your child can step into a conversation that wasn't there before.

You don't need a special time of day for this. You don't need to sit down, get out materials, or prepare anything. These prompts are made for the moments you're already in — breakfast, the bath, the walk to the corner and back, the five minutes before sleep when the day is still.

Children learn language not in lessons but in life. In the repetition of ordinary days. In the way you turn toward them, notice what they're noticing, and offer a word for it. That is what these prompts support: not teaching, but being present in a way that makes language possible.

You will not use every prompt perfectly. Some days you'll forget this printable exists entirely. Some days your child will ignore every opening you offer. That's fine. That's what real days look like.

The point isn't performance. The point is that these words exist — quiet tools for ordinary moments — available when you need them.

*"Connection happens in the small moments. Not the big ones. Not the planned ones.
This is how."*

Keep it close. Use it lightly.

There is no correct way to use these prompts. Here are a few approaches that work well.

01 Print and keep nearby

Print this on standard paper and leave it somewhere you'll see it during the moments it's meant for — the fridge, the counter, the bathroom mirror. You don't need to read it in advance. Just let it be there.

02 Read one section at a time

Each section is organised around a moment already in your day: breakfast, walks, play, bath time, bedtime, and the ordinary in-between. You don't need to use them all. Start with the one that fits today.

03 Treat them as openings, not scripts

These are not lines to recite. They're ideas for how to turn toward your child in a moment. Change the words if they don't sound like you. The tone matters more than the exact phrase.

04 Don't wait for a response

Young children often respond in ways we don't expect — a glance, a reach, a small sound, or continued silence. All of these are responses. You don't need a conversation to have made a connection.

05 Return to it on hard days

When you're tired and the day is ordinary and nothing feels meaningful — these prompts are for exactly those days. The small moments don't need to feel significant to be significant.

A SMALL REMINDER

These prompts are not for testing what your child knows. They are not for checking developmental milestones. They are for sharing a moment — and moments like that don't need to be measured to be worth having.

Start Here — *Your First Four Moments*

For days when you want to begin immediately. Three favourite prompts from four everyday moments — chosen for ease and warmth.

AT BREAKFAST

"I wonder what you're going to notice first this morning."

"I'm sitting next to you."

"You know what you like."

DURING PLAY

"I'm going to watch what you do with this."

"You're figuring something out."

"You made that happen."

ON WALKS

"You stopped to look at something."

"We can stay here a little longer."

"That one caught your attention."

AT BEDTIME

"The day is finished. You were in it."

"I keep thinking about the part where you..."

"I'll be here when morning comes."

These twelve work well as a starting point. The full set of forty begins on the next page — organised by moment, whenever you're ready.



01

"I wonder what you're going to notice first this morning."

Opens the morning with curiosity rather than instruction. No right answer required.

02

"You're watching something."

Naming shared attention without redirecting it. Tells them you notice what they notice.

03

"Something smells warm this morning."

Invites sensory awareness. Offers language for experience without a quiz attached.

04

"You found the quiet part of the morning."

Acknowledges stillness as something real. Good for the child who doesn't talk much before noon.

05

"I'm sitting next to you."

Simple presence named aloud. For young toddlers, this is enough. Connection doesn't need elaboration.

06

"I wonder what the day has in it."

A gentle ritual opening. Frames the day as something to discover together, not accomplish.

07

"That one looks a bit different from the others."

A quiet observation about food, objects, or light. Sparks noticing without directing it.

08

"You know what you like."

Affirms preference and self-knowledge. Good for the child who pushes food away or has strong opinions at the table.



09

"You stopped to look at something."

Validates the impulse to pause. Tells them that slowing down is worth doing.

10

"I wonder what you're hearing right now."

Invites them into their own listening. No answer needed — the wondering is enough.

11

"Something looks different here since last time."

Opens memory and observation at once. Works beautifully with seasons, puddles, new signs.

12

"That one caught your attention."

Reflects their gaze back to them. Tells them that you noticed what they noticed.

13

"We can stay here a little longer."

Permission to linger. Some of the best language moments happen in the pauses we allow.

14

"That's a small thing. You found a small thing."

For the child who picks up pebbles, examines cracks, notices everything tiny. Names their world as worth examining.

15

"I wonder what this place looks like to you."

Genuine curiosity about their perspective. Not a quiz — an invitation into their point of view.

16

"You wanted to go that way."

Naming their intention without redirecting it. Lets them know their preferences are seen.



17

"I'm going to watch what you do with this."

Puts them in the lead. Your attention becomes the gift — not your direction.

18

"You're figuring something out."

Reflects the process, not the result. Names the effort rather than the outcome.

19

"You made that happen."

Connects their action to its effect. Builds a sense of agency without over-praising.

20

"That one does something different."

Observation without evaluation. Good for exploratory play — blocks, puzzles, sensory materials.

21

"Tell me what's happening here."

Opens narrative. Invites story rather than description. Works especially well from age two onward.

22

"You're keeping it exactly the way you want it."

Acknowledges intention in play. Good for the child who arranges, lines up, or repeats.

23

"I wonder what comes next in your story."

Follows their lead in imaginative play. No suggestion offered — just gentle forward curiosity.

24

"You found another way to do it."

Notices creative problem-solving without evaluating it. Tells them flexibility is a strength.



25

"That feels different from dry."

Offers sensory language for a moment they're already experiencing. Simple, true, no quiz attached.

26

"You're watching where it goes."

For the child transfixed by water moving. Validates the attention without interrupting it.

27

"The water is warm and you're in it."

A simple grounding statement. Names their experience back to them. Works for even the youngest.

28

"I wonder what this one does in water."

Open-ended curiosity about a toy or object. Invites scientific thinking inside a routine moment.

29

"You know this routine."

Acknowledges their competence. For the child who anticipates each step — shampoo, rinse, towel. They know. You noticed.

30

"This is the quiet part of the day."

Frames bath time as a gentle transition. A bridge between the busy day and what comes next.



31

"The day is finished. You were in it."

A gentle closing. Places them at the centre of the day as an actor, not a recipient of events.

32

"I keep thinking about the part where you..."

Invite shared memory. Fill in something real from the day. Shows them their moments matter to you.

33

"Something made you laugh today."

A bridge into the day's emotional texture. Not a quiz — a gentle opening for memory and connection.

34

"Your body is getting heavy. The day is ending."

Warm and true. Gives language to the physical experience of tiredness and the move toward sleep.

35

"I'll be here when morning comes."

Simple, complete reassurance. A secure attachment statement. Nothing more is needed than this.



36

"You're carrying that very carefully."

For the ordinary movement of a child transporting something precious. Notices the intention, not the object.

37

"You wanted to show me something."

For the moment they bring you a thing — a rock, a toy, a piece of food. Honours the gesture of sharing attention.

38

"You noticed something just then."

A broad, available prompt for any moment of sudden attention — a sound, a movement, a change.

39

"I like being in the same room as you."

Connection without agenda. For the quiet moments of parallel life — you doing your thing, them doing theirs.

40

"We're just here. That's enough."

The most honest prompt in this set. Presence as its own complete thing. No enrichment required.

10 Tiny Moments Worth Noticing

Connection doesn't only happen in what you say. It also lives in what you see — in the small ordinary things your child does that are, quietly, extraordinary.

"Parents photograph birthdays. But often miss the moments they later miss most."

- 01 *The way they carry a favourite object everywhere — not because they need it, but because it belongs with them.*
- 02 *The way they tell a story — not the way you'd tell it, but completely their own.*
- 03 *The way they run toward you when you come home, before you've even said anything.*
- 04 *The way they watch your hands when you're doing something they want to understand.*
- 05 *The way they show you something small — a leaf, a button, a piece of nothing — as if it were important. Because to them, it is.*
- 06 *The way they check that you're still there — a glance over the shoulder, a quick return — before going further.*
- 07 *The way they laugh at something that isn't funny to anyone else, and how completely they mean it.*
- 08 *The way they repeat a word they like — not to learn it, but because it feels good in their mouth.*
- 09 *The way they go still when they're thinking — really thinking — and you can almost see it happening.*
- 10 *The way they reach for your hand without looking — just knowing you're there, trusting you'll be there.*

These moments happen every day. Most of them pass unnoticed. But you are the only person in the world who will ever see this particular child live this particular morning. That is worth something.

A Moment To Reflect

These questions don't have right answers. They're not checkboxes. They're just a small space to think about what's already happening in your home — and what you might want to notice more of.

- Which ordinary moment in your day do you already feel most present in? What makes it easier there?
 - Is there a moment where you tend to be elsewhere — in your head, on your phone, moving fast — that you'd like to try arriving into more fully?
 - What's one small thing your child does that you want to remember? Not because it's a milestone. Just because it's them.
 - When your child is older and you think back on this time, what kind of ordinary morning do you hope you'll remember?
-

CIRCLE ONE

Which moment do you want to notice more this week?

- Breakfast Walks Play Bath Time Bedtime Ordinary Moments

YOUR THOUGHTS

FROM CHICHIBERRY

Thank you for showing up in the small moments.

These prompts were made for the ordinary days — the ones that don't feel significant while they're happening but that your child will carry forward in ways you can't yet see. The fact that you're here, looking for small ways to be more present, is already the thing.

READ THE ARTICLE

chichiberry.com/connection-happens-in-the-small-moments/

MORE FREE RESOURCES

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If this resource found you at the right moment, pass it to another parent who might need it. The small moments belong to all of us.

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Print & Cut

Cut along the dashed lines. Keep one on the fridge, one by the bed, one in a bag. Use them when the moment comes.

MORNING

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ANY MOMENT

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