

# Speech and Language Activities



3rd April 2020

Dear Parents,

We hope this pack finds you and your family well. We appreciate that this is a time of uncertainty and upheaval for most.

You may be concerned about continuing your child's speech and language therapy input. To help you out, enclosed are weekly plans full of speech, language and communication activities to continue developing your child's skills at home. They are designed to be short activities that are different each day. By having variety, you can practice the same skill, without it becoming boring. The weekly plans have been divided into different age groups and areas of need. If one activity doesn't suit your child, be sure to try the other calendars for ideas.

Remember that little and often is better than a long activity with large gaps in between.

We hope that you remain safe and well.

Warm regards,






***The Speech and Language Team***  
***Kerry Intervention and Disability Service***

Speech & Language Dept.  
KIDS Tralee








Laura Kelly  
Sharon Scanlon  
Alanna O'Connor






## Ideas for Active Children

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Monday</b></p>	<p><b>People Games</b></p> 	<p>Play games where you are the toy! These games can be simple (like Ring-a-Rosey) or more complex (like What Time is it Mr Wolf). Take time to teach and build the activity step-by-step. Change things up by letting your child take the lead.</p> <p><b>Encourages:</b> Social Routines, Joint Attention, Eye Contact, Longer Interactions</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Tuesday</b></p>	<p><b>Simon Says</b></p> 	<p>Play Simon Says and focus on Action words</p> <p>Simplified: Write/draw some verbs on pieces of paper (e.g. jump, roll, stomp, clap). Pull them out and do that action. Encourage your child to copy you.</p> <p><b>Encourages:</b> Learning of verbs, listening skills, turn taking, waiting</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Wednesday</b></p>	<p><b>Dance Party!</b></p> 	<p>Put on some music, dance around together. This is the perfect opportunity to get silly and have fun. Try to imitate your child's dance moves. See if they can imitate yours.</p> <p><b>Encourages:</b> Imitation, joint attention, eye contact, gestures</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Thursday</b></p>	<p><b>Story Acting</b></p> 	<p>Act out a story using movement and funny voices. You can use a book, a nursery rhyme or a scene from their favourite movie. Tip: Keep it short and only cover the main points!</p> <p><b>Encourages:</b> Attention and listening, storytelling and narrative skills, joint attention, vocabulary</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Friday</b></p>	<p><b>Build a Tower</b></p> 	<p>Build a big tower from unusual items such as pillows, empty cereal boxes etc. Build it as high as possible until it crashes down. Keep building and knocking until your child loses interest.</p> <p><b>Encourages:</b> Understanding of prepositions (up, under, on), turn taking, cause and effect.</p>






## Ideas for Toddlers

<p><b>Monday</b></p>	<p><b>Imitate</b></p> 	<p>Observe what your child is doing and then do the same. This will grab their attention and create an opportunity for communication.</p> <p>Imitate what your child does during play and daily routines e.g. if they make a funny face or noise, do the same and wait.</p>
<p><b>Tuesday</b></p>	<p><b>Building Vocabulary</b></p> 	<p>Use daily routines to teach new words.</p> <ol style="list-style-type: none"> <li>1. Getting dressed – label clothes</li> <li>2. Mealtimes – label food</li> <li>3. Out for a walk – label animals/trees/flowers etc</li> </ol>
<p><b>Wednesday</b></p>	<p><b>Create Opportunities for Communication</b></p> 	<p><i>Pause</i> familiar songs or rhymes to allow your child to fill in the missing word.</p> <p>Place toys in sealed boxes so your child has to ask for help.</p> <p><i>Give a little bit, then wait</i> e.g. give a small piece of a biscuit and wait for your child to ask for more.</p>
<p><b>Thursday</b></p>	<p><b>Books</b></p> 	<p>Find books that have 1-2 items per page. Books with real pictures are the best at this age. Point to the items labelling them for your child, then pause and allow your child time to respond.</p> <p>You can also make personal books using family pictures (birthday parties/holidays) and add language to these.</p>
<p><b>Friday</b></p>	<p><b>Pretend Play</b></p> 	<p>Use dolly and teddy to introduce pretend play. Find a brush, cup, spoon, little blanket, toy bath and encourage your child to wash, brush hair, feed, put dolly/teddy to bed etc. This is a good activity to introduce action words; wash, eat, drink, sleep.</p>






## Ideas for School Aged Children

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Monday</b></p>	<p><b>Categories</b></p> 	<ul style="list-style-type: none"> <li>- Look through magazines/newspapers, have your child cut out pictures and sort them by category (clothes, food).</li> <li>- Name a category and have your child draw pictures of the item in that category.</li> <li>- Name a group (animals) and play a challenge game to name as many items in 20 seconds.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Tuesday</b></p>	<p><b>Descriptive Language</b></p> 	<ul style="list-style-type: none"> <li>- Put items from around the house in a bag. Have your child pull an item then tell you what it's used for.</li> <li>- Play a guessing game taking turns to describe an item, animal etc. until somebody guesses the right answer.</li> <li>- Use Lego to create different items and have your child tell you about that they created.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Wednesday</b></p>	<p><b>Memory</b></p> 	<ul style="list-style-type: none"> <li>- Play Simon Says giving your child multi-step directions e.g. "Simon says touch your nose, then clap your hands".</li> <li>- Play "I went to the supermarket and I bought ...(bread)". Each player must remember what was said and add on a new item e.g. "I went to the supermarket and I bought bread AND milk".</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Thursday</b></p>	<p><b>Wh Questions</b></p> 	<ul style="list-style-type: none"> <li>- Books - Look at or read a story together. Ask different questions about what is happening, who it is about, where they are. To increase difficulty talk about what might happen next in the story, how might the characters feel.</li> <li>- Photos albums- Look back at photo albums asking questions about who is in the photos, where was it taken, when (time of year/day), what was happening, how the people are feeling.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Friday</b></p>	<p><b>Concepts</b></p> 	<ul style="list-style-type: none"> <li>- Play games of 'I Spy' targeting different concept e.g. "I spy with my little eye something that is crunchy".</li> <li>- Gather items from around the house or outside in the garden and make up a collection of hard/soft items.</li> <li>- Play a barrier game whereby you ask your child to draw something that is (soft) and then after all check the different items you all drew and talk about them.</li> </ul>

## Ideas for Preschoolers

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Monday</b></p>	<p><b>Categories</b></p> 	<ul style="list-style-type: none"> <li>- Gather groups of items that belong to different categories; animals, clothes, food, toys etc.</li> <li>- Play a game where your child has to sort the items into their category. Small boxes or bags will be useful when sorting. Start with two categories initially and increase if you want to make the task more challenging.</li> <li>- You can also point out different things in the home or outside and label what category they belong to.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Tuesday</b></p>	<p><b>Action Words</b></p> 	<ul style="list-style-type: none"> <li>- Sing action songs to teach action words e.g. This is the way we (jump/clap/sleep) all day or If your happy and you know it stomp your feet/clap your hands/close your eyes/jump up high etc.</li> <li>- Play Simon Says using a variety of basic action words; brush hair, clap hands etc.</li> <li>- Look at books and describe what is happening using simple phrases e.g. eating apple, brushing hair, baby is crying etc.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Wednesday</b></p>	<p><b>Listening &amp; Memory</b></p> 	<p><b>Find the sound:</b> Find items that make noise e.g. whistle, toy drum, shaker. Ask your child to cover their eyes, make the sound and then ask your child to find what made the sound. This can also be done with toys animals or animal pictures.</p> <p><b>Shopping Game:</b> Gather some food items (5-6) list 2-3 items and ask your child to give them to you. Reduce or increase the number of items to be recalled as needed.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Thursday</b></p>	<p><b>Books</b></p> 	<p><b>Sharing books:</b> Ask you child simple “wh” questions about what they see (What is the boy doing? Where is the cat? Etc.). Use the book reading as an opportunity to teach new vocabulary and label unfamiliar items for your child.</p> <p><b>Make your own books:</b> Use pictures of your child and family to make your own books and stories. Use interesting pictures e.g. birthday parties, holidays etc.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Friday</b></p>	<p><b>Basic Concepts &amp; Prepositions</b></p> 	<p><b>Use items around the house</b> to introduce basic concepts; big, small, long, short, clean, dirty, hard, soft.</p> <p><b>Scavenger Hunt:</b> Ask your child to find different items around the house e.g. Find something big, find something long, find something, soft etc.</p> <p><b>Prepositions:</b> in, on, under</p> <p><b>Hiding Game:</b> Take turns hiding and finding items in, on, under e.g. Ask the child to hide the teddy under the chair, ask the child where they want you to hide something, give clues to where things are hidden.</p>

## Ideas for Older Children/Teens with Language Needs

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Monday</b></p>	<p><b>Get a Clue</b></p> 	<ol style="list-style-type: none"> <li>1. Look at a 'busy' picture, showing lots of activities, with the child. Take turns to describe something in the picture for the other to guess.</li> <li>2. The adult gives the child a list of features as clues to decide what the word is, for example: 'It's an animal. It starts with "c". It's big and black and white. It lives on a farm. It gives us milk'. The features can be given one at a time, so the child can guess what it is and decide whether enough information has been given or not.</li> </ol>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Tuesday</b></p>	<p><b>Words Map</b></p> 	<p>Pick a word and draw out lots of information to help your child to understand and remember the word well. You can include:</p> <ul style="list-style-type: none"> <li>- Semantic Features: Description, location, function, category, related words</li> <li>- Phonological Features: Syllables, length, rhyme, words within words, sounds in the word</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Wednesday</b></p>	<p><b>Photography Hunt</b></p> 	<p>To work on listening and following directions, try a photography hunt. Use a phone or tablet. Give your child an item to go and take a photograph of.</p> <ul style="list-style-type: none"> <li>- To make it harder: Give multiple items to photograph, give more description (e.g. 'a bush with a pink flowers', 'a stone bigger than your head and a daisy')</li> <li>- To make it easier: Go for items closer by – less time to travel and forget.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Thursday</b></p>	<p><b>Story Acting</b></p> 	<p>Like charades – but with words! Pick a favourite movie or book and try acting out scenes from it and everyone else tries to guess.</p> <p>Tip: Keep it short and only cover the main points!</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Friday</b></p>	<p><b>Recipes</b></p> 	<p>Using baking and making to generate language, plan and write it down. If your child struggles with literacy – draw pictures next to each step.</p> <ul style="list-style-type: none"> <li>- First – Plan what ingredients you need.</li> <li>- Then – How will you prepare ?</li> <li>- Then – How look to cook/bake?</li> <li>- Finally – How will you know it's done?</li> </ul>

## Social Skills Activities for Children and Teens

<p style="text-align: center; font-weight: bold; font-size: 24px;">Monday</p>	<p style="text-align: center; font-weight: bold; font-size: 18px;">Pragmatics</p>	<ul style="list-style-type: none"> <li>- <b>Turn-taking games:</b> Engage in turn taking games, such as board games.</li> <li>- <b>Facial expressions:</b> Look at facial expressions and discuss the feelings associated with the facial expressions.</li> <li>- <b>Eye contact:</b> talk about times when it is appropriate to use eye contact and times when it is not needed.</li> <li>- <b>Use of intonation:</b> make up sentences and change the tone of your voice to indicate whether you sound happy/sad/angry/bored etc. Ask your child to guess how you are feeling based on how you sound. Describe to them the importance of tone and how it can change what a person thinks you are telling them when not used the right way.</li> <li>- <b>Greetings:</b> Discuss the different types of social greetings we use in everyday situations and how these can differ depending on who we are talking to e.g. the school principal versus your friend.</li> </ul>
<p style="text-align: center; font-weight: bold; font-size: 24px;">Tuesday</p>	<p style="text-align: center; font-weight: bold; font-size: 18px;">Inferencing</p>	<ul style="list-style-type: none"> <li>- Display an interesting picture or photograph (e.g. a dog that is dirty and wet, sitting on a doorstep). Ask questions to guide discussion, such as What do you think happened just before this photo was taken? and What do you think will happen next? -</li> <li>- Practice making inferences through riddles or games such as 20 questions. After presenting the designated number of clues/questions, see if your child can solve the riddle.</li> <li>- Provide your child with illogical sentences in which a keyword has been replaced by a silly word (banana e.g. Every time I take my banana for a walk, he barks at squirrels and pulls on his leash). Have your child use their own experiences and background knowledge—along with other words in the sentence—as clues to help identify a word that could replace banana.</li> </ul>
<p style="text-align: center; font-weight: bold; font-size: 24px;">Wednesday</p>	<p style="text-align: center; font-weight: bold; font-size: 18px;">Conversation</p>	<ul style="list-style-type: none"> <li>- Have FUN interviews! Use interview type questions as a starting point for practicing asking a question and then asking a follow up e.g. “What superhero power would you want to have? And Why?”</li> <li>Set up mini interviews whereby your child has to ask everyone at home about their favourite things, job etc and then compares who has similar interests at home. You can make cur cars to help structure the interview/question asking for your child.</li> <li>- Make up a series of conversation topics cards of things your family is interested in. Take turns to draw a card and engage in taking turns commenting and asking questions in relation to the chosen topic.</li> </ul>

# Speech and Language Activities



		<ul style="list-style-type: none"> <li>- Play games such as Fact or Fiction - in this game each person takes turns telling two things that are true about themselves and one thing that is not, the other players must then guess what is fact and what is fiction.</li> <li>- Make up scenarios about what kinds of questions would you ask people in different situations to start a conversation e.g. a new child moves to your neighbourhood, visiting your grandparents etc.</li> </ul>
<b>Thursday</b>	<b>Emotional Literacy</b>  (Being able to sense and understand your own emotions)	<ul style="list-style-type: none"> <li>- Play a 'How Am I Feeling?' game. Describe a scenario to your child, such as, 'I tripped over my chair and hurt my foot' or 'I wanted a biscuit, but X ate the last one.' Can your child suggest how this might make you feel by naming the feeling.</li> <li>- <b>Read books:</b> You can find feelings in any story you read. When you're reading to your child, ask them to help you figure out what the main character is feeling in certain situations. Use the pictures and the plot as clues to help.</li> <li>- <b>Emotional Charades:</b> One of you picks an emotion to convey to the other, using either your whole body or just your face.</li> <li>- <b>Role-play:</b> Come up with scenarios your child might encounter and have them act out how they might act/react. Go over situations that didn't end well, examine the emotions of the people involved, and talk with your child about what could have been done differently.</li> </ul>
<b>Friday</b>	<b>Talk Time</b>	<p>Create an atmosphere where your child feels that they can share their feelings and will be listened to and supported. When naming a child's emotion, it can be helpful to give them an opportunity to talk about how they feel. You could try saying, 'You look sad. Would you like to tell me about it?' It is helpful for children to see that everyone experiences different emotions. By naming your emotion and managing your feelings in an appropriate way, children will be reassured that their emotions are healthy and normal.</p>