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Listed below are links to activities that can be worked on in the home environment. They can be done when time allows (on weekends or over winter break). I also provided suggestions on how you can implement language strategies into each activity. This is not homework, but simply ways to carryover what your child has been working on in their speech sessions.

1. <https://brightandbusykids.com/new-years-eve-play-dough/>

**Requesting:** (Provide the following as models for imitation if not independently requesting on their own):

“Spoon”

“My spoon”

“Spoon please”

**Following Directions:**

Follow your child’s lead. If they are responding accurately and consistently to one step direction, present a two step direction to challenge them.

**Describing:**

\*\*Describe what you are doing or what your child is doing if they do not respond independently.

I’m rolling (the dough)

“I’m pouring”

\*\*You do not have to feel obligated to have them imitate you during this time. Simply engage with them and verbally present the language.

**Identifying/Labeling Items/Following Directions:**

Ask questions such as “What is this?” **OR**

Request an item for yourself such as “Give me the spoon.” **OR**

Identifying Items by function: “I spy something that\_\_\_\_\_”

\*\*Your child may not be at a level where they are imitating words. That is ok! ALWAYS provide a verbal model, but also work on a secondary means of expressing their wants and needs. Start by giving them a choice between two preferred objects. Hold them close to your face to direct their attention. As they grab for one preferred item, name the item, take your child’s hand direct them to point to the item. This may take some time to reinforce, but it will teach communicative intent over time.\*\*

\*\*\*By simply having fun and playing with your child you will find out what will best work. You can make phrases shorter for easier imitation (Spoon please, my spoon, etc.). You can also make a demand harder if it is too easy (EX: Provide a two step direction instead of a one step direction).

2. <http://learningideasgradesk-8.blogspot.com/2011/12/make-new-year-clock-craft-activity.html>

**Requesting** (Example phrases to model for imitation.)

“Glue”

“Want glue”

“Glue please”

“My glue”

“I want glue”

“I need glue”

\*\*Meet your child at their level. If they are working on imitation, start with one word and build up to two if they appear consistent with one. If they are already consistently using one word phrases, model 2-3 words to challenge them. If they start to get frustrated, you can either take away the challenge or give them a break. The goal is to make language learning fun, so follow your child’s lead in how they are feeling.\*\*

**Following Directions** (One and Two Step Examples)

“Glue the three”

“Glue the one and then glue the two”

**Describing:** Depending on your child’s level you can be the one doing the describing. “I see you moving the clock.”

“You moved it to 5.”

“I moved it to 3.”

“Lets count to midnight.”

\*\*If they are able to respond independently, you can ask them questions about what they are doing or what they see. If they respond with a one word, expound upon what they said. You can do the same with a 2-3 word phrase.

**Example One:**

Their response: “Clock”

Your Response: “You glued clock”

**Example Two:**

Their response: “glued clock”

Your response: “I glued the clock”

**Attending to Task/Taking Turns:**

\*\*This above activity can also be used to work on turn taking and joint attention. You can start by gluing one of the numbers on the circle and say, “My turn.” Point to your child and say, “Your turn.” Use hand over hand modeling if necessary. Keep working on this pattern until the clock is completed. In this way, you have given your child six opportunities to follow through on a command and six opportunities to wait their turn all on one small piece of the project.

3. <http://learningideasgradesk-8.blogspot.com/2011/12/making-noise-makers-for-new-years-eve.html>

Requesting

“I need the cup”

“Cup please”

“More”

\*\*As stated previously, if your child is non-verbal you can reinforce sign language or gestures during the activity. If your child shows difficulty making the hand motions for “more”, use hand over hand instruction to have them tap their chest for “I want”. \*\*

Describing:

\*\*Talk about what you are doing\*\*

“I am shaking the cup”

“I am putting them in”

“I am putting the tape on”

\*\*Talk about what you see\*\*

“I have two cups”

“You have two cups”

\*\*Do not always feel you have to force a statement from your child. Modeling language while they are working on an activity is just as important and helpful. If you have something they want and they start to reach for it, take that moment as an opportunity to model a request. Have them repeat the phrase back and then promptly give them the item to reinforce the effectiveness of the request. \*\*

#### 4.

[https://advantagespeech.com/resources/Activities%20to%20Promote%20Language%20Learnin  
g.pdf](https://advantagespeech.com/resources/Activities%20to%20Promote%20Language%20Learning.pdf)

\*\*The document listed above consists of various ways to engage your child in language activities throughout the day. It also shows how you can break down tasks and simplify them to meet your child at their language level. \*\*

5. [https://www.momlovesbaking.com/holiday-oreo-cookie-pops-hot-chocolate-bar-party-  
plan/#more-5939](https://www.momlovesbaking.com/holiday-oreo-cookie-pops-hot-chocolate-bar-party-plan/#more-5939)

Requesting

“want cookie”

“want more”

“want stick”

\*\*Have them practice based on their present language abilities. If your child, you can still work on requesting by using signs for “more” or “cookie”.

Following Directions:

One step:

EXAMPLE ONE: Put the stick in the Oreo **OR** Stick in

EXAMPLE TWO: Put a stick in two Oreos

Two Step:

Put a stick in the Oreo and give me a stick

**HOW TO SIMPLIFY:** Stick in and give me

Put a stick in the Oreo and dip it in the chocolate

**HOW TO SIMPLIFY:** Stick in and oreo in.

\*\*Simplification can be used if you feel your child may get lost in the wordiness of the sentence. You can use your best judgement as you engage with your child.\*\*

Sequencing:

Describe the steps to your child. Simplify to keep the request at your child's level. They can look similar to the following:

1. Take the Oreo out of the bag
2. Put the stick in the Oreo
3. Put the Oreo in the chocolate
4. Put the Oreo in the Sprinkles
5. Put the Oreo on the plate

\*\*Depending on their level, have your child recite the step back to you.

Describing/Modeling:

Depending on your child's level you can model a description of what you see or what you are doing.

"Let's put the Oreo in."

"Let's put the stick in."

Identifying Items/WH Questions:

What is in the bowl?

What is in the bag?

\*\*As stated previously the goal is to make language learning an enjoyable experience. These activities can be treated more as a game rather than a school activity. As you reinforce the strategies while engaging with your child, you will continue to build his/her understanding of both receptive and expressive language in a setting that is inviting to them.