

USING Everyday Items TO SUPPORT LANGUAGE

80

Play-Based Ideas for
Supporting Language at Home



US VERSION



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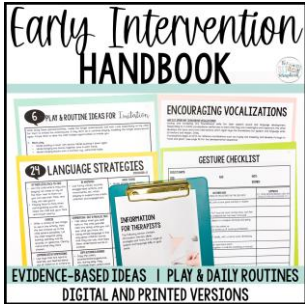
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The [Early Intervention Handbook](#) is your practical guide for all things Early Intervention.

It includes a huge range of information and evidence-based tips and ideas for a variety of speech, language, and communication skills.

It also includes language strategies and play ideas for 30 different toys and 21 daily routines.

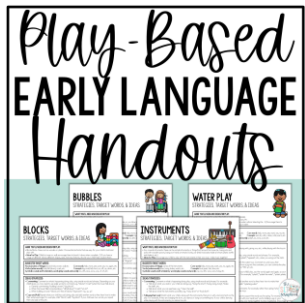
Perfect for helping you plan and deliver effective caregiver-coaching sessions in Early Intervention.



These [Early Language Handouts for Daily Routines](#) are ideal if you are using a routine-based approach in your coaching sessions.

Includes 12 language strategy handouts and 25 daily routines handouts, all written in caregiver-friendly terms.

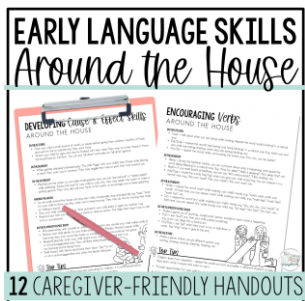
Use these to help you plan your routine-based coaching sessions, or send them home to support the carryover of skills and strategies between sessions.



These [Play-Based Early Language Handouts](#) are ideal if you are using a play-based approach in your Early Intervention sessions.

Includes 12 language strategy handouts and 25 toy/activity handouts, all written in caregiver-friendly terms.

Use these to help you plan your play-based sessions, or send them home to support the carryover of skills and strategies between sessions.



Support carryover of early language and communication skills at home with these print-and-go early language handouts. These [Early Language Skills Around the House handouts](#) include 12 caregiver-friendly handouts with ideas and tips for encouraging different early speech, language, and communication skills around the house.

CHECK OUT MY TPT STORE FOR MORE EI RESOURCES

CONTENTS

This resource includes 80 caregiver-friendly ideas for using everyday items to support early speech, language, and communication skills in play at home.

Page:

5. Information for Therapists and Ideas for Use
6. Using Language Strategies in Play at Home (1)
7. Using Language Strategies in Play at Home (2)
8. Household Alternatives for Children's Toys
9. Things to Play with at Home (letter-sized poster)

These pages have the ideas all on one page. They're ideal to help you with your planning. They're also suitable for caregivers that like to have all the ideas together on one page.

10. 5 Ways to Play with a Cardboard Box (set 1)
11. 5 Ways to Play with a Cardboard Box (set 2)
12. 5 Ways to Play with Food Storage Containers (set 1)
13. 5 Ways to Play with Food Storage Containers (set 2)
14. 5 Ways to Play with Pots and Pans
15. 5 Ways to Play on the Sofa
16. 5 Ways to Play with a Mirror
17. 5 Ways to Play with Toilet Roll Tubes
18. 6 Ways to Play Just You and Your Child (set 1)
19. 7 Ways to Play Just You and Your Child (set 2)
20. 5 Ways to Play with a Blanket
21. 4 Ways to Play with Water (set 1)
22. 5 Ways to Play with Water (set 2)
23. 5 Ways to Play 'What's in the Bag?'
24. 4 Ways to Play with Socks (set 1)
25. 4 Ways to Play with Socks (set 2)

These pages have two ideas on one page. They're ideal for sharing with caregivers for practice between sessions, without overwhelming them with information and ideas.

26. - 30. Play with a Cardboard Box
31. - 35. Play with Food Storage Containers
36. - 38. Play with Pots and Pans
38. - 40. Play on the Sofa
41. - 43. Play with a Mirror
43. - 45. Play with Toilet Roll Tubes
46. - 52. Play Just You and Your Child
52. - 54. Play with a Blanket
55. - 59. Play with Water
59. - 61. Play 'What's in the Bag?'
62. - 65. Play with Socks

Note: Due to the nature of how the pages have been set up, some pages have play ideas from two different items, e.g., page 38 has one Pots and Pans idea and one Sofa idea.

You can cut the pages in half if you don't want to share a mix of ideas.

INFORMATION FOR THERAPISTS

- These handouts include simple and fun ideas for encouraging early speech, language, and communication skills during play at home.
 - All of the ideas in these handouts involve using everyday items. Not all families we work with have the same access to toys and books. So these handouts have been designed to help you show families how they can support their child's development with things they have at home.
 - All of the ideas are play-based, but since they use everyday items, they can be easily incorporated during daily routines.
 - All of the handouts are all written in caregiver-friendly terms. They are suitable for sharing with caregivers after coaching sessions or using for your own reference.
There are two versions available; one set (pages 10-25) has multiple ideas on one page. These are ideal for therapists to help with session planning, and are suitable for sharing with caregivers that like to see all the ideas at once.
The other set (pages 26-65) has two ideas per page, with a space to make notes. These are ideal for sharing with caregivers that may feel overwhelmed with multiple options.
 - The language facilitation strategies included in this resource are evidence-based General Language Stimulation strategies. General language stimulation involves making changes to the physical and linguistic environments, in order to increase the opportunities for the child to hear developmentally appropriate language.
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IDEAS FOR USE

- Use the handouts for parents and caregivers during caregiver-coaching sessions to support the development/carryover of skills at home.
- Share the handouts with parents/caregivers or childcare providers during meetings.
- Send the handouts home in homework packets to support the development and carryover of skills at home.
- Put the handouts on a bulletin board as an “activity of the month”.
- Put the poster on a bulletin board as a way to show families how they can play at home without toys.
- Put these handouts in a binder and use them for your own reference.

USING Language Strategies

IN PLAY AT HOME

COMMENTING

Talk about what you/your child are doing, and what things feel/taste/smell like, using simple words and phrases. E.g., “you’re in the box”, “hi, I see you!”, “crawl through the box”, etc.

VERBAL ROUTINES

Verbal routines are words and phrases that become predictable because you say them the same way every time you do the same activity. E.g., “1, 2, 3”, “ready, set, go”, “morning, rise and shine!”. Pause before saying the end of the phrase to give your child an opportunity to say the word.

CHOICES

Offering choices gives your child a reason and opportunity to interact and communicate to get their needs and wants met. Offer them a choice of two things, make the choices visual where possible. They may make their choices by pointing, reaching, vocalizing, signing, or using words. You can then repeat their choice back to them.

FOLLOW THEIR LEAD

Talk about, and play with, the things your child is playing with and/or looking at. Respond to your child’s interactions and interests. Model/copy your child’s actions, words, or sounds. This can support your child’s attention and interaction skills, as well as their language skills.

REDUCE QUESTIONS

As adults, we use questions to see what children know, but this is difficult for children who are learning to talk. It is better to add a comment to explain what is happening, so they have the opportunity to hear and learn new words.

PAUSING

Pause in anticipation to give your child time to listen, understand what was asked, and to respond. Show them you are waiting by looking expectantly for a reply. If they don’t respond, you can say the words you wanted them to say.



Top Tips

- You don’t have to use every strategy in every routine or play activity throughout the day. Instead, choose one or two strategies to focus on in a couple of routines/activities. This will feel less overwhelming for you and your child. When you feel more confident/the strategies are feeling more natural for you to use, you can start using other strategies in other routines.
- Remember that learning language doesn’t happen overnight. Be positive about the progress that your child is making and the strategies you are using. Use the strategies consistently with your child.

USING Language Strategies

IN PLAY AT HOME

REPETITION

Children learn best with repetition. Repeat the key words over and over again, in a natural way, during play and routines. This will help them learn to associate that word with the object/action.

COMMUNICATION TEMPTATIONS

Sometimes children need a reason/opportunity to communicate. By putting desired items out of reach or in a hard-to-open box, or by making silly mistakes, you've created an opportunity for them to communicate with you and ask for help. Your child may communicate with you by pointing, reaching, moving their body, vocalizing, signing, or saying a word. Respond to any of their attempts at communication; model the target word/sign and continue the activity.

It is important that this remains positive; don't insist that your child communicates. If they become frustrated or upset, give them the item/do the activity and focus on creating a positive experience for them.

MODELING

Do lots of naming of the target words during your daily routines so that your child hears the names often. While children are learning language it is better to give them the names of the words, rather than asking 'what's that?', as they may not have the language needed to respond.

COPY AND ADD

Repeat back what your child has said and add another word so that they hear how to make their attempts at talking longer.

You can also copy your child's play and add another action to show them how to extend their play. For example, if they hug the doll, you can hug the doll and then rock it in your arms.



Top Tips

- You don't have to use every strategy in every routine or play activity throughout the day. Instead, choose one or two strategies to focus on in a couple of routines/activities. This will feel less overwhelming for you and your child. When you feel more confident/the strategies are feeling more natural for you to use, you can start using other strategies in other routines.
- Remember that learning language doesn't happen overnight. Be positive about the progress that your child is making and the strategies you are using. Use the strategies consistently with your child.

HOUSEHOLD ALTERNATIVES FOR Children's Toys

Use materials available in the home environment to support the child's development.

IF THE FAMILY DOESN'T HAVE...	TRY THESE ALTERNATIVES
BALLS	Use paired socks, you can roll them down ramps, throw and catch them, etc.
BLOCKS	Cans, boxes of food (such as small cracker boxes), or empty food containers with lids. Stack these into towers and knock them down.
BOOKS	Look at pictures and labels on everyday items, such as cereal boxes. Use pictures from magazines or free advertisements that come through the mail. Talk about these with your child.
BUBBLES	Make your own bubble solution. Whisk up some bubble bath and blow those bubbles. Use a feather, a small piece of paper, or a tissue, and blow that.
MUSICAL INSTRUMENTS	Use wooden spoons and bang on pots and pans. Put dried rice or pasta inside an empty bottle and shake it. Make a guitar with elastic bands over an empty box/tissue box.
NESTING CUPS	Empty food containers. Use the caps from laundry detergent.
PICTURE CARDS	Pictures and labels on everyday items, such as cereal boxes. Talk about these with your child. Use pictures from magazines or free advertisements that come through the mail. Talk about photos around the home, on your phone, or taken from the internet.
SAND PIT	Use dry cereal (if the child still puts things in their mouth), or dried foods like rice, pasta, beans, or salt (if they don't put things in their mouth).
SHAPE SORTER	Cut various holes inside an empty box. Holes can either be the exact shape of the items you want to sort, or varied and large enough to fit various objects from around the house.
STACKING RINGS	Use bracelets or hair scrunchies and slide these onto kitchen roll stands or paper roll tubes.
TENT	Use blankets or bedsheets draped over the table.
WATER TABLE	Fill large pans or empty plastic boxes with water. Fill up the sink/basin or bathtub.

THINGS TO PLAY WITH at Home

Bags



Blankets



Water



Pots and Pans



Food Containers



Socks



Mirrors



Cardboard Boxes



Sofa



Toilet Roll Tubes

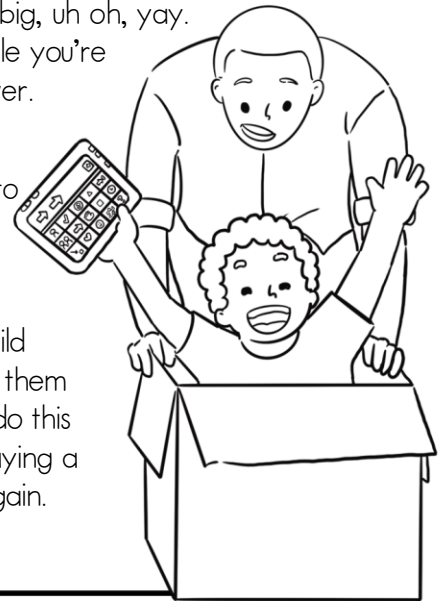


People



5 WAYS TO PLAY WITH A Cardboard Box

- 1. MAKE A TUNNEL:** If the box is large enough, open up the flaps on opposite sides of the box to make a tunnel and encourage your child to crawl through it.
Target words: hi/bye, go/stop, in/out, tunnel.
Strategy- Verbal Routines: Use a set phrase each time your child crawls through the box, e.g., “ready, set, go!”. You can pause before saying “go” to give your child an opportunity to say it. You can also say “hi, I see you!”, or “bye bye [name]”.
- 2. MAKE A SHAPE SORTER:** Cut out different-sized holes in the sides of the box and collect a variety of toys/household objects that will fit inside. Encourage your child to push them into the box.
Target words: names of the objects, push, in/out, gone, more.
Strategy- Choices: Offer your child a choice of two objects to push into the box. They may choose by pointing, looking, reaching, vocalizing, signing, or naming the object. Repeat the name of the object they have chosen as you give it to them and when they’re pushing it into the box.
- 3. DECORATE IT:** Give your child some crayons or markers and let them decorate the box.
Target words: crayon, marker, color, draw, names of pictures you’re drawing, wow, look, etc.
Strategy- Commenting: Talk about the things your child is doing and what you’re drawing together. E.g., “a pretty flower”, “I’ve drawn a sun”, etc.
- 4. BUILDING BLOCKS:** If you have a few different cardboard boxes, help your child stack the boxes on top of each other to create a tower. Have fun building it up and knocking it down over and over again.
Target words: box, on/off, up/down, kick, build, again, tower, tall/big, uh oh, yay.
Strategy- Repetition: Repeat the target words in a natural way while you’re playing. E.g., say “up” or “on” each time they put a box on the tower. Say “down, down, down” when the boxes fall down.
- 5. MAKE A CAR:** Cut out (or draw) windows and doors on the box to create a car. You can push your child around in the box, or they can put toys inside and push them around.
Target words: car, go/stop, in/out, drive, push, fast/slow, again.
Strategy- Communication Temptations: As you are pushing your child around in the box, push them for a short while then stop. Wait for them to show you that they want you to keep pushing them. They may do this by rocking their body, looking at you, vocalizing, using a sign, or saying a word. You can say “go” or “again!” when you start to push them again.

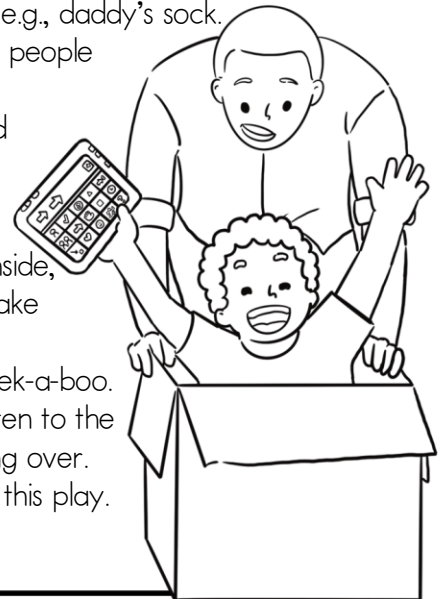


Top Tips

- If you only have small boxes, try to adapt the ideas for toys or household items. E.g., turn a small box into a tunnel and slide paired socks or toy cars through it.
- Your child will stay engaged for longer if you are animated and having fun while you’re playing.

5 WAYS TO PLAY WITH A Cardboard Box

1. **BALL TOSS:** Open up one side of the box and encourage your child to throw a ball into it. You could also throw soft toy animals, bean bags, or paired socks.
Target words: throw/toss, go, wow, yay, uh oh, in, more, again, my turn, your turn.
Strategy- Copy and Add: Repeat what your child has said and add another word on, so they hear how to use phrases and sentences. E.g., child: "uh oh!", adult: "uh oh, missed it!"
2. **MAKE A RAMP:** Flatten the box and lean it against the sofa/bed/chair. Encourage your child to roll things down the ramp. You can use balls, toy cars, soft toys, other empty boxes, socks, etc.
Target words: slide/ramp, go/stop, fast/slow, up/down, my turn, your turn, zoom, wow, uh oh.
Strategy- Verbal Routines: Use a set phrase each time you slide something new down the ramp, e.g., "ready, set, go!", "1, 2, 3, slide!", etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: "down, down, down, stop!", "zoom, so fast!"
3. **WHAT'S IN THE BOX?:** Fill the box with various toys or objects. Take turns taking things out of the box and playing with them. Alternatively, you can encourage your child to reach into the box and feel the different toys/objects inside. Ideas- spoons, plastic cups, socks, small book, toys, hat, gloves, etc.
Target words: names of the toys/objects, reach, hmm, wow, look, see, yay, next, my turn, your turn.
Strategy- Modeling: Name the objects when your child pulls them out of the box. Demonstrate how to use the objects, name the actions you're doing, etc.
4. **MAILBOX:** Decorate the box like a mailbox and encourage your child to "deliver" mail to different people/rooms in the house. The mail could be people's belongings, e.g., daddy's sock.
Target words: mail, mailbox, letter, package, in/out, look, names of people the things belong to.
Strategy- Copy and Add: Repeat what your child has said and add another word on, so they hear how to use phrases and sentences. E.g., child: "sock", adult: "daddy's sock".
5. **MAKE A HOUSE:** If you have a large box that your child can fit inside, make a house by cutting out a door and windows. If it is smaller, make a house for your child's toys, or turn it into a car garage.
Target words: house, in/out, open/closed, hi/bye, knock knock, peek-a-boo.
Strategy- Follow their Lead: Watch what your child is doing and listen to the things they are saying. Copy and join in with this play, without taking over. E.g., if you made a house, but they pretend it is a store, join in with this play.



Top Tips

- If you only have small boxes, try to adapt the ideas for toys or household items. E.g., turn a small box into a tunnel and slide paired socks through it.
- Your child will stay engaged for longer if you are animated and having fun while you're playing.

5 WAYS TO PLAY WITH Food Storage Containers

1. **NESTING:** Stack the containers inside one another, from largest to smallest, and let your child take them apart and put them back together.
Target words: in/out, big/small, hmm, yay, uh oh.
Strategy- Repetition: Repeat the target words in a natural way while your child is playing. E.g., say “in” each time they put a container inside another, say “out” when they take them out.
2. **IN AND OUT:** Gather together some toys or objects that fit inside the food containers. Have fun with your child while you put the toys/objects in and out of the containers. You can knock on the lids before opening the containers and say “knock knock... open!”
Target words: in/out, look, wow, hi/bye, open, help, knock knock, names of any toys/objects.
Strategy- Communication Temptations: Food containers are often difficult to open and close, which makes them great for encouraging communication. Give your child the container and pause. Wait for them to request help to open/close the container. When they’ve asked for help you can model “help” or “open/close”.
3. **WATER PLAY:** Fill the containers with water and let your child splash and play with toys in the water. Alternatively, put the containers inside a larger container or the bath so they can fill them with water, watch them float, etc.
Target words: water, fill, scoop, pour, full/empty, float/sink, heavy, splash.
Strategy- Commenting: Comment on what you and your child are doing during play. E.g., “scoop the water”, “pour it out”, etc.
4. **SENSORY PLAY:** Fill the containers with different textures such as dried rice, beans, or sand, and let your child explore the textures with their hands (or feet!). You can add some toys/objects inside the containers for your child to look for while playing.
Target words: in/out, wow, feel, look, names of the fillings and toys/objects in the container.
Strategy- Follow their Lead: Watch what your child is doing and how they’re playing with the containers and fillings. Copy and join in with this play. Talk about what they’re doing and how things feel.
5. **DRUM KIT:** Turn the containers upside down and let your child bang on them with their hands or utensils.
Target words: bang, boom, bash, hit, drum, loud, quiet, shh, wow.
Strategy- Modeling: Model words and sounds while your child is playing, e.g., “bang bang”, “bash!”, “wow, loud!”.



Top Tips

- You can use any containers for these activities; any clean and empty food containers, plastic cups, or other sturdy boxes will do. Avoid glass containers due to possible injuries if they get damaged.
- Your child will stay engaged for longer if you are animated and having fun while you’re playing.



5 WAYS TO PLAY WITH Food Storage Containers

- BUILDING BLOCKS:** Use the containers to build towers or structures, let your child knock them down.
Target words: stack, build, tower, on/off, up/down, tall/big, wow, yay, uh oh.
Strategy- Repetition: Repeat the target words in a natural way while your child is playing. E.g., say “up” or “on” each time they put a container on the tower. Say “down, down, down” when the containers fall down.
- SCOOPING AND POURING:** Fill a container with water (or other materials) and let your child use spoons, cups, or scoops to transfer them from one container to another. You can use water, dried foods like cereal, rice, or beans, or non-food items, such as pom poms or plastic beads.
Target words: scoop, pour, names of the objects you’re using, in/out, more, again, help, uh oh.
Strategy- Pausing: After making a comment or modeling an action in play, pause and wait for your child to respond. They may respond using a word or sound, or may copy the action you did.
- PEEK-A-BOO:** If the containers or lids aren’t clear, play peek-a-boo with them. Either hold them in front of your face or hide a toy/object underneath and say “boo” when you lift the lid up.
Target words: boo, wow, yay, knock knock, hi/bye, name of any toy/object you had hidden.
Strategy- Pausing: Pause and wait before saying “boo” to give your child an opportunity to say it. Wait and look at them expectantly so they know you’re expecting them to say/do something.
- MATCH THE LIDS:** Gather a range of different food containers or other types of containers and their matching lids. Encourage your child to find the correct container that matches the lid.
Target words: same/different, hmm, yay, uh oh, help, turn, push, on/off, all done.
Strategy- Communication Temptations: This activity may be slightly difficult for some children, but it creates an opportunity for them to communicate and ask for help. Similarly, food containers are often difficult to open and close, which makes them great for encouraging communication. Instead of immediately helping your child find the matching lid, or putting the lid on for them, wait for your child to request help. When they’ve asked for help you can model “help”.
- NOISEMAKERS:** Fill the containers with different dried objects, like sand, rice, dried beans, plastic beads, etc. Encourage your child to shake the containers to make different sounds.
Target words: shake, loud/noisy, quiet, shh, yay, wow, names of the fillings inside.
Strategy- Choices: Offer your child a choice of which container to shake first, e.g., “do you want rice or beads?”. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice when you give them the container.



Top Tips

- You can use any containers for these activities; any clean and empty food containers, plastic cups, or other sturdy boxes will do. Avoid glass containers due to possible injuries if they get damaged.
- Your child will stay engaged for longer if you are animated and having fun while you’re playing.

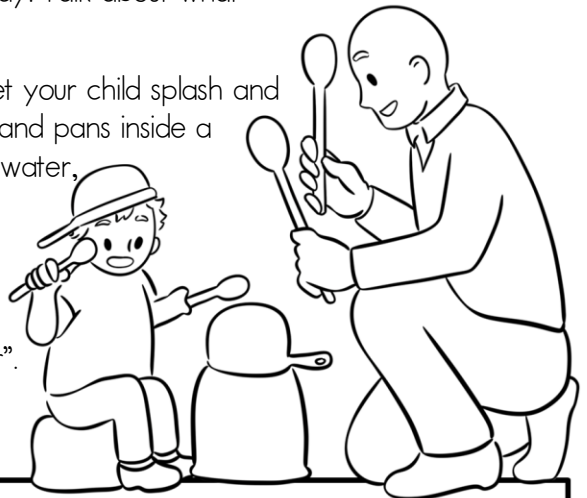
5 WAYS TO PLAY WITH Pots and Pans

- 1. DRUM KIT:** Let your child use the pots and pans as drums and encourage them to make different sounds. Use kitchen utensils to bang on the pots and pans.
Target words: bang, hit, boom, bash, wow, loud/noisy, shh, quiet.
Strategy- Follow their Lead: Watch how your child plays with the pots and pans and copy and join in with this play. Comment on the actions they're doing and the music they're making.
- 2. STACKING:** Encourage your child to stack the pots & pans on top of each other to make a tower.
Target words: stack, build, tower, on/off, up/down, tall/big, wow, yay, uh oh, wobbly.
Strategy- Repetition: Repeat the target words in a natural way while your child is playing. E.g., say "up" or "on" each time they put a pan on the tower. Say "down, down, down" when the tower falls down. (Note: Falling pans could cause injury, adult supervision required at all times).
- 3. KITCHEN PLAY:** Give your child some pots and pans, baking sheets, utensils, etc., to play with. Let your child use the pots and pans as pretend cookware. You can give them some dried foods to play with too, e.g., dry pasta or cereal to put in the pans.
Target words: pot/pan, stir/mix, cook, hot/cold, tasty, names of any utensils.
Strategy- Commenting: Comment on what you and your child are doing during play. E.g., "stir the food", "cook the pasta", etc.
- 4. SENSORY PLAY:** Fill the pots and pans with different textures such as dried rice, beans, or sand, and let your child explore the textures with their hands (or feet!). You can add some toys/objects inside the pans for your child to look for while playing.
Target words: in/out, wow, feel, look, names of the fillings and toys/objects in the pans.
Strategy- Follow their Lead: Watch what your child is doing and how they're playing with the pots and pans, and fillings. Copy and join in with this play. Talk about what they're doing and how things feel.
- 5. WATER PLAY:** Fill the pots and pans with water and let your child splash and play with toys in the water. Alternatively, put the pots and pans inside a larger container or the bath so they can fill them with water, watch them float/sink, etc.
Target words: water, fill, scoop, pour, full/empty, float/sink, heavy, splash.
Strategy- Commenting: Comment on what you and your child are doing during play. E.g., "scoop the water".



Top Tips

- Remember pots and pans can be heavy and may cause injury. Adult supervision is required.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.



5 WAYS TO PLAY

On the Sofa

1. **BUILD A FORT:** Use cushions and blankets to build a fort/house on (or next to) the sofa.
Target words: house/fort, build, knock knock, hi/bye, in/out.
Strategy- Commenting: Comment on what you are building, what the house/fort looks like, and the things your child is doing during play.
2. **OBSTACLE COURSE:** Use pillows and cushions to create an obstacle course for your child to crawl over or jump around.
Target words: crawl, jump, run, up/down, in/out, over/through, yay, uh oh.
Strategy- Modeling: Name the actions your child is doing, name the prepositions, etc.
3. **MAKE A RAMP:** Position a sofa cushion as a ramp and roll cars, balls, or plastic bottles/cups down the ramp. Say “ready, set, go!” each time you roll a ball down the ramp.
Target words: slide/ramp, go/stop, fast/slow, up/down, my turn, your turn, zoom, wow, uh oh.
Strategy- Verbal Routines: Use a set phrase each time you slide something new down the ramp, e.g., “ready, set, go!”, “1, 2, 3, zoom!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “down, down, down, stop!”, “zoom, so fast!”
4. **JUMP ON THE SOFA:** Encourage your child to jump on the sofa. Position the cushions on an angle so they can slide down them.
Target words: jump, bounce, up/down, on/off, slide, wee!, yay, wow.
Strategy- Repetition: Repeat the target words in a natural way while your child is playing. E.g., “bounce, bounce, bounce!”, “jump, jump so high!”.
5. **CUSHION TOWER:** Stack the sofa pillows/cushions into a tower and encourage your child to knock them down.
Target words: stack, build, tower, on/off, up/down, tall/big, wow, yay, uh oh, wobbly.
Strategy- Repetition: Repeat the target words in a natural way while your child is playing. E.g., say “up” or “on” each time they put a cushion on the tower. Say “down, down, down” when the tower falls down.



Top Tips

- These can be fun activities to do when your child seems to be full of energy.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

5 WAYS TO PLAY WITH A Mirror

- 1. MIRROR DANCE:** Stand in front of a full-length mirror with your child and dance together, copying each other's movements.
Target words: dance, spin, jump, kick, bend, look, wow, up/down, my turn, your turn, body parts.
Strategy- Copy and Add: Show your child how they can expand their dance by copying their actions and adding another. You can also copy the words they said and add another so they learn how to build phrases and sentences. E.g., child- "dance", adult- "daddy's dancing".
- 2. FUNNY FACES:** Make funny faces with your child in front of the mirror; copy their sounds and expressions and encourage them to copy yours.
Target words: smile, happy, frown, sad, wow, hi, your name, your child's name, parts of your face (eyes, nose).
Strategy- Modeling: Point to parts of your face and name them. Name the expressions you're doing, e.g., "smiling", "happy", etc.
- 3. TOUCH YOUR...:** Sit with your child in front of the mirror. Name body parts for them to point to.
Target words: body parts, your name, your child's name, hi, wave, point.
Strategy- Repetition: Repeat the target words multiple times in a natural way. E.g., "touch your head"... "yes, your head!", "Bobby's head".
- 4. PEEK-A-BOO:** Play peek-a-boo with your child using the mirror.
Target words: boo/peek-a-boo, hi/bye, gone, your name, your child's name, my turn, your turn.
Strategy- Pausing: Pause and wait before saying "boo" to give your child an opportunity to say it. Wait and look at them expectantly so they know you're expecting them to say/do something.
- 5. DRESS-UP TIME:** Have a dress-up session in front of the mirror with hats, scarves, and other accessories.
Target words: names of clothes you're putting on, on/off, look, help, dress-up, body parts.
Strategy- Choices: Offer your child a choice of what they want to put on next. Show your child two items and name them. They may make their choice by pointing, reaching, vocalizing, using a word or sign. Repeat their choice back to them when you give them the item.



Top Tips

- If you don't have a mirror, use the front-facing camera on your phone.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

5 WAYS TO PLAY WITH Toilet Roll Tubes



- 1. CREATE BINOCULARS/TELESCOPES:** Decorate the toilet roll tubes and connect them with string or ribbon to create binoculars for your child to play with. Or use just one toilet roll tube and look through it like a telescope.
Target words: look, see, here, names of objects you see.
Strategy- Commenting: Comment on what you and your child can see when you're looking through the binoculars together.
- 2. PAINT AND DECORATE:** Let your child paint and decorate the toilet roll tubes with stickers, markers, or paint, to create their own designs. Use the toilet roll tubes as stamps- bend the ends into different shapes and press them in paint then stamp them onto paper.
Target words: paint, color, stick, glue, crayons, markers, stamp, picture, more, wet, dry, all done.
Strategy- Choices: Offer your child a choice of what they want to put on the toilet roll tube. Offer them a choice if they want to use paint or crayons, etc. Show your child the choices where possible. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice back to them.
- 3. ROLL AND CATCH:** Roll a ball or push small toys or teaspoons through the toilet roll tubes and encourage your child to catch them on the other side.
Target words: name of the item you're playing with, go, stop, catch, uh oh, yay, zoom.
Strategy- Verbal Routines: Use a set phrase each time you send an item through the tube, e.g., "ready, set, go!". You can pause before saying "go" to give your child an opportunity to say it. You can also say "1, 2, 3, zoom!".
- 4. TUBE DROP:** Tape the tubes vertically on a wall or window. Encourage your child to drop small objects (e.g., caps from food pouches, pom poms, corks, etc.) down the tubes. Catch them in a bowl.
Target words: go, drop, down, stop, wow, uh oh, yay, zoom.
Strategy- Verbal Routines: Use a set phrase each time you drop an item through the tube, e.g., "ready, set, drop!". You can pause before saying "drop" to give your child an opportunity to say it. You can also say "down, down, down, stop!".
- 5. MUSICAL INSTRUMENTS:** Use the toilet roll tubes as pretend microphones and have fun making different sounds down the tubes. Make noisemakers by taping shut one end of the toilet roll tube, adding some dried rice/beans or small objects like caps from food pouches, and then taping shut the other end. Have fun shaking the tubes to hear the different sounds they make.
Target words: shake, loud/noisy, quiet, shh, yay, wow, names of the fillings inside.
Strategy- Repetition: Model the words to match the actions as you do them, repeat them naturally while you're playing. E.g., "shake, shake, shake".



Top Tips

Use any cardboard tubes for these games. E.g., toilet roll tubes, empty kitchen roll tubes, or empty wrapping paper tubes, etc.

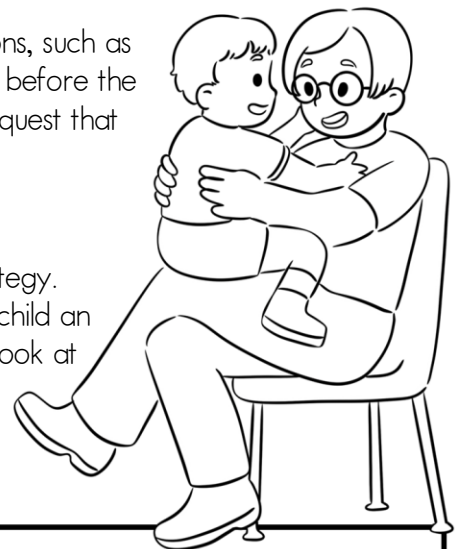
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

6 WAYS TO PLAY

Just You and Your Child

1. **HORSEY HORSEY:** Sit your child on your lap. Bounce your knees up and down while singing the song 'Horsey Horsey'. You can make your knees bounce faster when singing the line "giddy up, we're homeward bound", if this is something your child enjoys. Pause at the end of the song to give your child a chance to request it again; they may say "horsey" or may wiggle their body to show the horse movement. Then sing the song again.
2. **TICKLE:** Hold your hands in the tickling position, and say "tickles" or "tickle time". Pause to give your child an opportunity to respond. Then tickle your child playfully; repeat "tickle, tickle, tickle". After a few tickles, stop and wait for your child to show you they want you to do it again.
3. **ZOOM, ZOOM, ZOOM:** Sit your child on your lap; hold them supportively with hands on either side of their body, under their armpits. Sing the song "Zoom, Zoom, Zoom". As you sing, you can gently rock them side to side. Then, pause before doing the countdown to blast off, and/or pause before "blast off" to give your child an opportunity to say/do something. At the "blast off" part, you can lift your child up in the air.
4. **JUMPING:** If your child enjoys jumping, you can either stand facing them, hold both of their hands, and jump together, or, do a jumping race game. Try jumping fast, then stopping. Try jumping into piles of cushions, if your child enjoys that sensory feedback.
5. **PEEK-A-BOO:** You can do this using just your hands, or with a blanket/scarf. Depending on your child, you may want to put the blanket over yourself first, to show how to play (saying "hi" or "here I am"), or you can put it over your child, and support them to pull it away; you then model the target phrases.
6. **FINGER GAMES:** Sing songs with your child involving hand actions, such as 'This Little Piggy', and 'Round and Round the Garden', etc. Pause before the exciting part of the song, to give your child an opportunity to request that you continue.

Strategy- Pausing: With all of these activities, try using the pausing strategy. Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you're expecting them to join in.



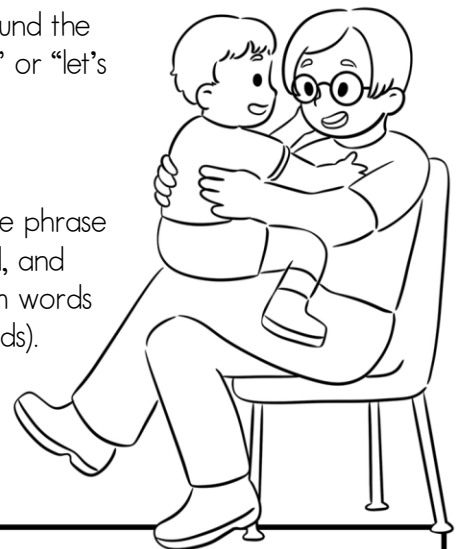
Top Tips

- These games can be done anywhere, any time. You don't need toys to play these games.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

7 WAYS TO PLAY

Just You and Your Child

1. **CHASE:** If your child enjoys running, play a game of chase. Begin by running alongside them, as they notice you, you can then begin chasing after them, and trying to catch them. When you catch them, you could tickle them, if this is something they enjoy. Say the same phrase, such as “I’m coming” or “I’ll catch you!”, so they know you are playing the chase game.
2. **UP AND DOWN:** Hold your child securely with your hands on either side of their body, under their armpits. Lift them up while saying “up up up”, then bring them down swiftly (but carefully) while excitedly saying “down”.
3. **ACTION SONGS:** Sing action songs and rhymes with your child. Show them the actions while you sing together. Encourage them to join in with the actions.
4. **BOUNCY BOUNCE:** Sit on the floor with your knees raised and feet flat on the floor. Then sit your child on your knees. Make your knees bounce up and down, or rock from side to side. You can say “bouncy bounce”, “bounce, bounce, bounce, stop!”, or “rock, rock, rock the baby”, while you bounce or rock them on your knees.
5. **SIMPLE HIDE AND SEEK:** Play a simple game of hide and seek, start by hiding under a cover or behind a chair/cushion, then progress to hiding in other spaces in the room. Take turns hiding and seeking. You can say “I’m coming to find you!”, “where are you?”, or “I’m hiding!” while you’re playing together.
6. **ROUGH AND TUMBLE PLAY:** If your child enjoys rough and tumble play, engage in a fun wrestling game. You can say a phrase such as “let’s wrestle!” or “you got me!”.
7. **HORSEY RIDES:** Let your child sit on your back as you crawl around the room to give them a horsey ride. You can say “giddy up horsey” or “let’s go for a ride” while you give them a horsey ride.



Strategy- Verbal Routines: With all of these activities, try using the same phrase or phrases while you’re playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).

Top Tips

- These games can be done anywhere, any time. You don’t need toys to play these games.
- Turn off distractions like the television/music/tablets, etc. when they’re not being used so your child can focus more on their play and the language you’re using.

5 WAYS TO PLAY WITH A Blanket

- 1. PEEK-A-BOO:** Play peek-a-boo with your child using a blanket, hiding your face and then revealing it. Say “boo” or “hi” when you show your face.
Target words: boo/peek-a-boo, hi/bye, my turn, your turn, hide, wave, etc.
Strategy- Pausing: Build anticipation while playing by slowly revealing your face and slowly saying “peek...a...boo!”. Pause before saying “boo” to see if your child will say it.
- 2. BUILD A TENT/FORT:** Put a blanket over the top of your table, or use chairs and other furniture, to create a tent. Encourage your child to play inside, and join them in the tent too.
Target words: tent/house/fort, in/out, under.
Strategy- Commenting: Talk about what you and your child are doing together in the tent. E.g., “in the tent”, “I’m reading a book”, “it’s bedtime”, etc.
- 3. PARACHUTE PLAY:** Hold the corners of the blanket and encourage your child to run underneath while you lift it up and down.
Target words: up/down, in/out, high, run, go/stop, yay, wow.
Strategy- Repetition: Repeat “up, up, up” as you lift the blanket up, then “down, down, down” as you bring it back down again.
- 4. OBSTACLE COURSE:** Create an obstacle course using a blanket and pillows for your child to crawl under, jump over, or balance on.
Target words: go/stop, under/over, in/out, on/off, yay, zoom, names of actions, e.g., run, jump, etc.
Strategy- Commenting: Comment on what your child is doing while they complete the obstacle course. E.g., “over the pillow”, “under the blanket”, etc.
- 5. PICNIC TIME:** Lay the blanket on the floor and have a picnic with your child. You can set up a picnic with toy food and other toys, or have a real picnic and eat your lunch with your child on the blanket.
Target words: picnic, blanket, eat, drink, food, names of foods you’re eating, yummy, mmm, more, all done.
Strategy- Modeling: Name the foods your child is eating. Name the actions they’re doing, e.g., if they’re eating an apple, you can say “eat”, “yummy apple”, etc.



Top Tips

- If you don't have a blanket, use bed sheets, a table cloth, or scarves.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

4 WAYS TO PLAY WITH Water

1. **FREE PLAY:** Fill a large plastic container or bathtub with water and bubbles (optional). Give your child a selection of waterproof toys/objects to play with, e.g., plastic cups, a watering can, spoons, funnels, sieves, etc.
Target words: water, splash, scoop, pour, wet, names of any toys/objects you're playing with.
Strategy- Follow their Lead: Watch what your child is doing in play then copy and join in with this. Comment on what they're doing while playing with the water and toys.
2. **WASH THE TOYS:** Fill a large plastic container or bathtub with water and bubbles. Add some toys/objects and sponges/cloths to play with. Encourage your child to wash the objects. Give them a towel so they can dry them afterward, too.
Target words: wash/dry, dirty/clean, wet/dry, water, bubbles, names of objects, towel, sponge.
Strategy- Choices: Offer your child a choice of what to wash next. Hold two items up and name them. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice back to them when you give them the object.
3. **SCOOP AND POUR:** Fill a large plastic container with water, and give them an empty container alongside. Give your child cups and encourage them to scoop the water and pour it from one container into another. Show them how you can do big scoops and small scoops, and how you can pour the water from various heights.
Target words: water, wet, scoop, pour, splash, sprinkle, drip, big/small, high/low, cup.
Strategy- Repetition: Repeat the target words multiple times in a natural way during play. E.g., "splash, splash, splash the water", "big scoop, big, big, biiiiiig scoop!".
4. **SINK AND FLOAT:** Fill a container or bathtub with water. Add a range of waterproof items. Show your child how the objects sink or float. Push them underwater and watch them float back to the top. Swirl the water around as they float around on top, etc.
Target words: sink/float, in/out, up/down, names of the objects.
Strategy- Commenting: Comment on what is happening, talk about things sinking/floating, how they are moving in the water, talk about what you are doing while playing, etc.



Top Tips

- Have a towel nearby when playing with water, so you can easily wipe up any spills.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

5 WAYS TO PLAY WITH Water

1. **JUMP IN PUDDLES:** Make puddles of water on the ground, encourage your child to splash and jump in the puddles. Use verbal routines, e.g., “ready...set... jump!” or “1...2...3...jump!”.
Target words: jump, go, splash, wet, puddle, wow, yay, big (jump), small (jump), again, all done.
Strategy- Verbal Routines: Use the same phrases while your child is jumping in the puddles. This gives them familiar words they can use to show they want to jump. Pause before saying the final word in the phrase, to see if they say it.
2. **SPLASH:** Give your child a container of water (any size) and encourage them to play and splash. You could play a game to see who can make the biggest or smallest splashes.
Target words: go, splash, wet, water, wow, yay, big (splash), small (splash), again, all done.
Strategy- Pausing: Hold your hands above the water and look at them expectantly. They may show you they want you to splash the water by waving their hands, vocalizing, or saying “splash”.
3. **PAINT WITH WATER:** Give your child some water and a paintbrush. Encourage them to paint with the water. You could paint the floor, the fence, toys, outdoor furniture, etc.
Target words: paint, water, brush, wet/dry, more, all gone, wow, yay, uh oh.
Strategy- Repetition: Repeat the target words multiple times in a natural way while your child is playing. E.g., “paint, paint, paint the fence”, “wet brush, wet hands, wet fence”, etc.
4. **MAKE NATURE SOUP:** Go on a walk around your yard or a local outside space. Gather some things from nature, e.g., leaves, grass, pebbles, etc. Add them to some water to make your own nature soup. You could even bring bowls and spoons outside too, for a pretend picnic.
Target words: names of the things you’ve found, bowl, spoon, water, soup, stir/mix, eat, yum, wow.
Strategy- Choices: Offer your child a choice of what to add to their soup next. Show them the two options. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice back to them as you give them the item.
5. **PLAY WITH ICE:** Freeze some small toys or objects in ice cubes or mix water and food coloring and freeze it. Put the ice cubes in a container and give your child some warm water to mix them with. You could use water droppers and tools to melt and break the ice to get the objects.
Target words: names of the toys/objects, frozen, melt, drop, cold, warm, ice cube, stuck, help, more, all done.
Strategy- Commenting: Comment on what your child is doing during play. Talk about what the toys/objects look and feel like.



Top Tips

- Have a towel nearby when playing with water, so you can easily wipe up any spills.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.

5 WAYS TO PLAY

What's in the Bag?

1. **EVERYDAY OBJECTS:** Gather together a selection of everyday objects and toys, e.g., a spoon, plastic cup, socks, hairbrush, bubbles, toy car, etc. Take turns taking an item out of the bag, and let your child play with/explore the item. You can show them what to do with it if they are unsure. Name the objects/toys and talk about them while they are playing.
2. **TOY ANIMALS:** If your child has some toy animals, put them into the bag. Take turns taking an animal out of the bag. Name the animal and model the sound it makes while your child plays with it.
3. **THINGS THAT GO TOGETHER:** Gather together a range of objects that go together. Put one object from the pair in the bag, and put the other in front of you and your child. Take turns taking things out of the bag and matching it with the other items. E.g., cup and spoon, pencil and paper, toothbrush and toothpaste, doll and bottle, pairs of socks or shoes, etc.
4. **FOODS (toy foods or real foods):** Put a range of foods inside the bag. Take turns taking something out of the bag and encourage your child to explore it. If it is real food, let them taste it (if suitable). For example, bananas, apples, chocolate, cookie, etc.
5. **CLOTHES:** Gather a range of clothes from people who live in your house and put them in the bag. Take turns taking an item of clothing out of the bag. Name it, and tell your child who it belongs to. E.g., “daddy’s shirt”, “Joey’s socks”, etc.

Strategies

Pausing: When you take an item out of the bag, pause and wait. Look expectantly at your child to see if they will name the item. If they don't, you can name it and continue playing.

Modeling: Name the objects as you take them out of the bag. Model the sounds they make. Show your child what you do with the items, etc.

Commenting: Talk about what your child is doing while they are playing with the objects. Talk about what the objects look and feel like, etc.

Copy and Add: Repeat what your child has said and add another word, so they hear how to make their phrases longer. E.g., child: “banana”, adult: “yummy banana”. You can also add another action so they see how to extend their play, e.g., if they hug a doll, you can hug the doll and rock it in your arms.



Top Tips

- If you don't have a suitable bag (like a drawstring or tote bag), use a pillowcase.
- Turn off distractions like the television/music/tablets, etc. when they're not being used so your child can focus more on their play and the language you're using.



4 WAYS TO PLAY WITH Socks

1. **SLIDE THEM DOWN A RAMP:** Rest a flattened cardboard box against the sofa. Slide balled-up socks down the ramp.
Target words: slide/ramp, go/stop, fast/slow, up/down, my turn, your turn, zoom, wow, uh oh.
Strategy- Verbal Routines: Use a set phrase each time you slide the socks down the ramp, e.g., “ready, set, go!”, “1, 2, 3, slide!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “down, down, down, stop!”, “zoom, so fast!”.
2. **THROWING GAMES:** Take turns throwing balled-up socks into an empty box or basket.
Target words: throw/toss, socks, go, wow, yay, in, uh oh, missed, more, again, my turn, your turn.
Strategy- Verbal Routines: Use a set phrase each time you throw the socks, e.g., “ready, set, go!”, “1, 2, 3, throw!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “go socks go!”, “uh oh, missed it!”.
3. **FEEDING GAMES:** Draw a face on an empty cardboard box and cut out the mouth. Take turns “feeding” the socks into the mouth.
Target words: in, eat, feed, mouth, more, yummy, socks, all gone.
Strategy- Repetition: Repeat the target words in a natural way while you’re playing. E.g., “eat, eat, eat the socks”, “more socks, eat more socks”, etc.
4. **PLAY CATCH:** Play a gentle game of catch with balled-up socks.
Target words: catch, throw, go, yay, uh oh, missed, my turn, your turn, wow.
Strategy- Pausing: Pause and wait expectantly before you throw the socks to build excitement and anticipation. Your child may show you they want you to throw the socks by saying a word, vocalizing, pointing, signing, reaching, etc. You can model “throw” or “go” and then throw the socks.



Top Tips

- You could do some of these activities when you’re doing the laundry, to make this daily routine fun and engaging for your child.
- Turn off distractions like the television/music/tablets, etc. when they’re not being used so your child can focus more on their play and the language you’re using.



4 WAYS TO PLAY WITH Socks

1. **MATCHING GAME:** Gather together a pile socks and encourage your child to find the matching pairs. Works best with socks with distinctive colors/patterns/pictures on them. You could also do this when you are sorting the laundry as a way to add playfulness to this daily routine.
Target words: socks, same/different, colors, names of who the socks belong to, etc.
Strategy- Commenting: Talk about what is happening while your child is looking for the matching socks (e.g., “hmm, let’s look for the socks”, “I’m looking for a blue sock”, etc.). Talk about what the socks look like, who they belong to, etc.
2. **MAKE HAND PUPPETS:** Put socks on your hands to make a simple sock puppet. If you have spare socks and craft items, you can put eyes and other features onto the socks to make fancy sock puppets. Show your child how you put the socks on your hands and make them talk/do things.
Target words: sock, puppet, hi/bye, look, name the actions the puppet is doing (eating, sleeping), etc.
Strategy- Follow their Lead: Watch what your child does while they play with the sock puppets, then copy and join in with this play. Comment on what they’re doing, what the sock puppets look like, etc.
3. **PLAY “HIDE THE SOCK”:** Hide a sock somewhere in the room and encourage your child to find it.
Target words: look, hide, gone, where, sock, in/on/under, help, my turn, your turn.
Strategy- Copy and Add: Repeat what your child has said and add another word so they hear how to make their phrases longer, e.g., child: “in”, adult: “in the basket”, etc.
4. **SOCK SOUP:** Pretend that the socks are food and encourage your child to make soup with them. Put all the socks into a basket or large pan and give them a wooden spoon to stir them with. Let your child feed you the sock soup. Pretend to eat the socks; be animated and silly while eating.
Target words: socks, in/out, more, spoon, pot/pan/basket, stir/mix, eat, yum, yuck.
Strategy- Modeling: Name the actions your child is doing while they’re making the sock soup. When you eat the soup, model fun sounds, such as “mmm, ah”, or “yuck, bleugh”, etc.

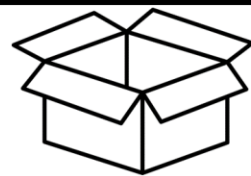


Top Tips

- You could do some of these activities when you’re doing the laundry, to make this daily routine fun and engaging for your child.
- Turn off distractions like the television/music/tablets, etc. when they’re not being used so your child can focus more on their play and the language you’re using.



PLAY WITH A Cardboard Box



MAKE A TUNNEL

If the box is large enough, open up the flaps on opposite sides of the box to make a tunnel and encourage your child to crawl through it.

If the box is smaller, turn it into a tunnel and roll small cars, balls, or socks through it.

Target words

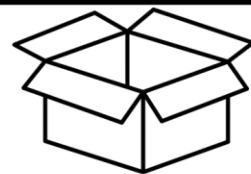
hi/bye, go/stop, in/out, tunnel.

Strategy – Verbal Routines

Use a set phrase each time your child crawls through the box, e.g., “ready, set, go!”. You can pause before saying “go” to give your child an opportunity to say it. You can also say “hi, I see you!”, or “bye bye [name]”.

NOTES

PLAY WITH A Cardboard Box



MAKE A SHAPE SORTER

Cut out different-sized holes in the sides of the box and collect a variety of toys or household objects that will fit inside. Encourage your child to push them into the box.

Target words

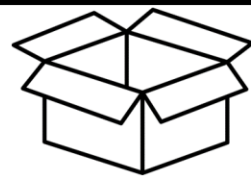
names of the objects, push, in/out, gone, more.

Strategy – Choices

Offer your child a choice of two objects to push into the box. They may choose by pointing, looking, reaching, vocalizing, signing, or naming the object. Repeat the name of the object they have chosen as you give it to them and when they’re pushing it into the box.

NOTES

PLAY WITH A Cardboard Box



DECORATE IT

Give your child some crayons or markers and let them decorate the box.

Target words

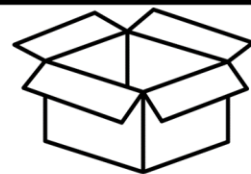
crayon, marker, color, draw, names of pictures you're drawing, wow, look, etc.

Strategy – Commenting

Talk about the things your child is doing and what you're drawing together. E.g., “a pretty flower”, “I’ve drawn a sun”, etc.

NOTES

PLAY WITH A Cardboard Box



BUILDING BLOCKS

If you have a few different cardboard boxes, help your child stack the boxes on top of each other to create a tower. Have fun building it up and knocking it down over and over again.

Target words

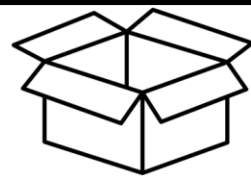
box, on/off, up/down, kick, build, again, tower, tall/big, uh oh, yay.

Strategy – Repetition

Repeat the target words in a natural way while you're playing. E.g., say “up” or “on” each time they put a box on the tower. Say “down, down, down” when the boxes fall down.

NOTES

PLAY WITH A Cardboard Box



MAKE A CAR

Cut out (or draw) windows and doors on the box to create a car. You can push your child around in the box, or they can put toys inside and push them around.

Target words

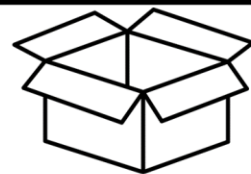
car, go/stop, in/out, drive, push, fast/slow, again.

Strategy – Communication Temptations

As you are pushing your child around in the box, push them for a short while then stop. Wait for them to show you that they want you to keep pushing them. They may do this by rocking their body, looking at you, vocalizing, using a sign, or saying a word. You can say “go” or “again!” when you start to push them again.

NOTES

PLAY WITH A Cardboard Box



BALL TOSS

Open up one side of the box and encourage your child to throw a ball into it. You could also throw soft toy animals, bean bags, or paired socks.

Target words

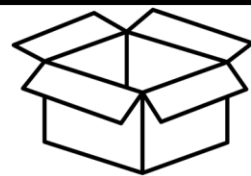
throw/toss, go, wow, yay, uh oh, in, more, again, my turn, your turn.

Strategy – Copy and Add

Repeat what your child has said and add another word on, so they hear how to use phrases and sentences. E.g., child: “uh oh!”, adult: “uh oh, missed it!”.

NOTES

PLAY WITH A Cardboard Box



MAKE A RAMP

Flatten the box and lean it against the sofa/bed/chair. Encourage your child to roll things down the ramp. You can use balls, toy cars, soft toys, other empty boxes, socks, etc.

Target words

slide/ramp, go/stop, fast/slow, up/down, my turn, your turn, zoom, wow, uh oh.

Strategy – Verbal Routines

Use a set phrase each time you slide something new down the ramp, e.g., “ready, set, go!”, “1, 2, 3, slide!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “down, down, down, stop!”, “zoom, so fast!”

NOTES

PLAY WITH A Cardboard Box



WHAT'S IN THE BOX?

Fill the box with various toys or objects. Take turns taking things out of the box and playing with them. Alternatively, you can encourage your child to reach into the box and feel the different toys/objects inside. Ideas- spoons, plastic cups, socks, small book, toys, hat, gloves, etc.

Target words

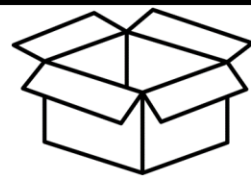
names of the toys/objects, reach, hmm, wow, look, see, yay, next, my turn, your turn.

Strategy – Modeling

Name the objects when your child pulls them out of the box. Demonstrate how to use the objects, name the actions you're doing, etc.

NOTES

PLAY WITH A Cardboard Box



MAILBOX

Decorate the box like a mailbox and encourage your child to “deliver” mail to different people/rooms in the house. The mail could be people’s belongings, e.g., daddy’s sock.

Target words

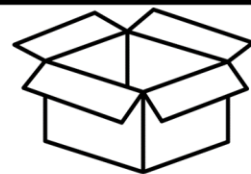
mail, mailbox, letter, package, in/out, look, names of people the things belong to.

Strategy – Copy and Add

Repeat what your child has said and add another word on, so they hear how to use phrases and sentences. E.g., child: “sock”, adult: “daddy’s sock”.

NOTES

PLAY WITH A Cardboard Box



MAKE A HOUSE

If you have a large box that your child can fit inside, make a house by cutting out a door and windows. If it is smaller, make a house for your child’s toys, or turn it into a car garage.

Target words

house, in/out, open/closed, hi/bye, knock knock, peek-a-boo.

Strategy – Follow their Lead

Watch what your child is doing and listen to the things they are saying. Copy and join in with this play, without taking over. E.g., if you made a house, but they pretend it is a store, join in with this play.

NOTES

PLAY WITH Food Storage Containers

NESTING

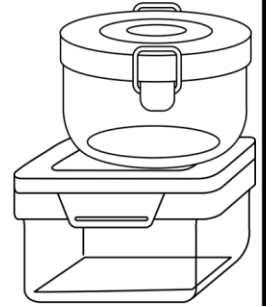
Stack the containers inside one another, from largest to smallest, and let your child take them apart and put them back together.

Target words

in/out, big/small, hmm, yay, uh oh.

Strategy – Repetition

Repeat the target words in a natural way while your child is playing. E.g., say “in” each time they put a container inside another, say “out” when they take them out.



NOTES

PLAY WITH Food Storage Containers

IN AND OUT

Gather together some toys or objects that fit inside the food containers. Have fun with your child while you put the toys/objects in and out of the containers. You can knock on the lids before opening the containers and say “knock knock... open!”

Target words

in/out, look, wow, hi/bye, open, help, knock knock, names of any toys/objects.

Strategy – Communication Temptations

Food containers are often difficult to open and close, which makes them great for encouraging communication. Give your child the container and pause. Wait for them to request help to open/close the container. When they’ve asked for help you can model “help” or “open/close”.



NOTES

PLAY WITH Food Storage Containers

WATER PLAY

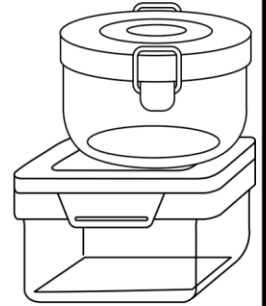
Fill the containers with water and let your child splash and play with toys in the water. Alternatively, put the containers inside a larger container or the bath so they can fill them with water, watch them float, etc.

Target words

water, fill, scoop, pour, full/empty, float/sink, heavy, splash.

Strategy – Commenting

Comment on what you and your child are doing during play. E.g., “scoop the water”, “pour it out”, etc.



NOTES

PLAY WITH Food Storage Containers

SENSORY PLAY

Fill the containers with different textures such as dried rice, beans, or sand, and let your child explore the textures with their hands (or feet!). You can add some toys/objects inside the containers for your child to look for while playing.

Target words

in/out, wow, feel, look, names of the fillings & toys/objects in the container.

Strategy – Follow their Lead

Watch what your child is doing and how they're playing with the containers and fillings. Copy and join in with this play. Talk about what they're doing and how things feel.



NOTES

PLAY WITH Food Storage Containers

DRUM KIT

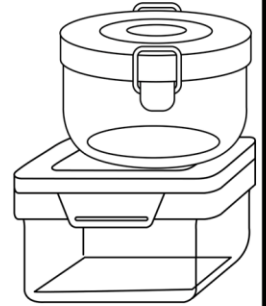
Turn the containers upside down and let your child bang on them with their hands or utensils.

Target words

bang, boom, bash, hit, drum, loud, quiet, shh, wow.

Strategy – Modeling

Model words and sounds while your child is playing, e.g., “bang bang”, “bash!”, “wow, loud!”.



NOTES

PLAY WITH Food Storage Containers

BUILDING BLOCKS

Use the containers to build towers or structures and let your child knock them down.

Target words

stack, build, tower, on/off, up/down, tall/big, wow, yay, uh oh.

Strategy – Repetition

Repeat the target words in a natural way while your child is playing. E.g., say “up” or “on” each time they put a container on the tower. Say “down, down, down” when the containers fall down.



NOTES

PLAY WITH Food Storage Containers

SCOOPING AND POURING

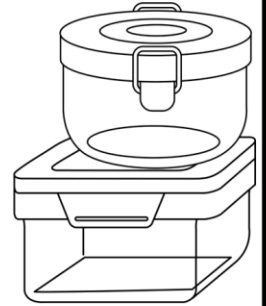
Fill a container with water (or other materials) and let your child use spoons, cups, or scoops to transfer them from one container to another. You can use water, dried foods like cereal, rice, or beans, or non-food items, such as pom poms or plastic beads.

Target words

scoop, pour, names of the objects you're using, in/out, more, again, help, uh oh.

Strategy – Pausing

After making a comment or modeling an action in play, pause and wait for your child to respond. They may respond using a word or sound, or may copy the action you did.



NOTES

PLAY WITH Food Storage Containers

PEEK-A-BOO

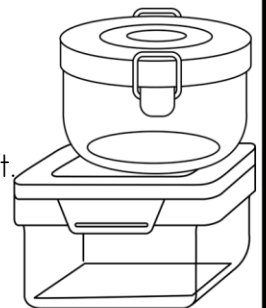
If the containers or lids aren't clear, play peek-a-boo with them. Either hold them in front of your face or hide a toy/object underneath and say "boo" when you lift the lid up.

Target words

boo, wow, yay, knock knock, hi/bye, name of any toy/object you had hidden.

Strategy – Pausing

Pause and wait before saying "boo" to give your child an opportunity to say it. Wait and look at them expectantly so they know you're expecting them to say/do something.



NOTES

PLAY WITH Food Storage Containers

MATCH THE LIDS

Gather a range of different food containers or other types of containers and their matching lids. Encourage your child to find the correct container that matches the lid.

Target words

same/different, hmm, yay, uh oh, help, turn, push, on/off, all done.

Strategy – Communication Temptations

This activity may be slightly difficult for some children, but it creates an opportunity for them to communicate and ask for help. Similarly, food containers are often difficult to open and close, which makes them great for encouraging communication. Instead of immediately helping your child find the matching lid, or putting the lid on for them, wait for your child to request help. When they've asked for help you can model "help".



NOTES

PLAY WITH Food Storage Containers

NOISEMAKERS

Fill the containers with different dried objects, like sand, rice, dried beans, plastic beads, etc. Encourage your child to shake the containers to make different sounds.

Target words

shake, loud/noisy, quiet, shh, yay, wow, names of the fillings inside.

Strategy – Choices

Offer your child a choice of which container to shake first, e.g., "do you want rice or beads?". They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice when you give them the container.



NOTES

PLAY WITH Pots and Pans



DRUM KIT

Let your child use the pots and pans as drums and encourage them to make different sounds. Use kitchen utensils to bang on the pots and pans.

Target words

bang, hit, boom, bash, wow, loud/noisy, shh, quiet.

Strategy – Follow their Lead

Watch how your child plays with the pots and pans and copy and join in with this play. Comment on the actions they're doing and the music they're making.

NOTES

PLAY WITH Pots and Pans



STACKING

Encourage your child to stack the pots and pans on top of each other to make a tower.

Target words

stack, build, tower, on/off, up/down, tall/big, wow, yay, uh oh, wobbly.

Strategy – Repetition

Repeat the target words in a natural way while your child is playing. E.g., say “up” or “on” each time they put a pan on the tower. Say “down, down, down” when the tower falls down. (Note: Falling pans could cause injury, adult supervision required at all times).

NOTES

PLAY WITH Pots and Pans



KITCHEN PLAY

Give your child some pots and pans, baking sheets, utensils, etc., to play with. Let your child use the pots and pans as pretend cookware. You can give them some dried foods to play with too, e.g., dry pasta or cereal to put in the pans.

Target words

pot/pan, stir/mix, cook, hot/cold, tasty, names of any utensils.

Strategy – Commenting

Comment on what you and your child are doing during play. E.g., “stir the food”, “cook the pasta”, etc.

NOTES

PLAY WITH Pots and Pans



SENSORY PLAY

Fill the pots and pans with different textures such as dried rice, beans, or sand, and let your child explore the textures with their hands (or feet!). You can add some toys/objects inside the pans for your child to look for while playing.

Target words

in/out, wow, feel, look, names of the fillings and toys/objects in the pans.

Strategy – Follow their Lead

Watch what your child is doing and how they're playing with the pots and pans, and fillings. Copy and join in with this play. Talk about what they're doing and how things feel.

NOTES

PLAY WITH Pots and Pans



WATER PLAY

Fill the pots and pans with water and let your child splash and play with toys in the water. Alternatively, put the pots and pans inside a larger container or the bath so they can fill them with water, watch them float/sink, etc.

Target words

water, fill, scoop, pour, full/empty, float/sink, heavy, splash.

Strategy – Commenting

Comment on what you and your child are doing during play. E.g., “scoop the water”.

NOTES

PLAY On the Sofa



BUILD A FORT

Use cushions and blankets to build a fort/house on (or next to) the sofa.

Target words

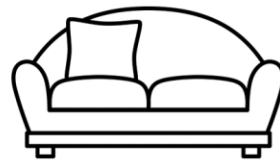
house/fort, build, knock knock, hi/bye, in/out.

Strategy – Commenting

Comment on what you are building, what the house/fort looks like, and the things your child is doing during play.

NOTES

PLAY On the Sofa



OBSTACLE COURSE

Use pillows and cushions to create an obstacle course for your child to crawl over or jump around.

Target words

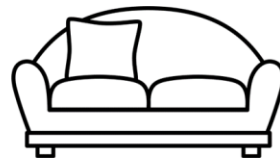
crawl, jump, run, up/down, in/out, over/through, yay, uh oh.

Strategy – Modeling

Name the actions your child is doing, name the prepositions, etc.

NOTES

PLAY On the Sofa



MAKE A RAMP

Position a sofa cushion as a ramp and roll cars, balls, or plastic bottles/cups down the ramp. Say “ready, set, go!” each time you roll a ball down the ramp.

Target words

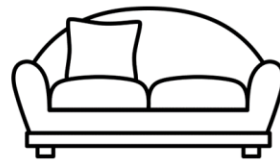
slide/ramp, go/stop, fast/slow, up/down, my turn, your turn, zoom, wow, uh oh.

Strategy – Verbal Routines

Use a set phrase each time you slide something new down the ramp, e.g., “ready, set, go!”, “1, 2, 3, zoom!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “down, down, down, stop!”, “zoom, so fast!”

NOTES

PLAY On the Sofa



JUMP ON THE SOFA

Encourage your child to jump on the sofa. Position the cushions on an angle so they can slide down them.

Target words

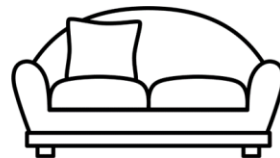
jump, bounce, up/down, on/off, slide, wee!, yay, wow.

Strategy – Repetition

Repeat the target words in a natural way while your child is playing. E.g., “bounce, bounce, bounce!”, “jump, jump so high!”.

NOTES

PLAY On the Sofa



CUSHION TOWER

Stack the sofa pillows/cushions into a tower and encourage your child to knock them down.

Target words

stack, build, tower, on/off, up/down, tall/big, wow, yay, uh oh, wobbly.

Strategy – Repetition

Repeat the target words in a natural way while your child is playing. E.g., say “up” or “on” each time they put a cushion on the tower. Say “down, down, down” when the tower falls down.

NOTES

PLAY WITH A mirror



MIRROR DANCE

Stand in front of a full-length mirror with your child and dance together, copying each other's movements.

Target words

dance, spin, jump, kick, bend, look, wow, up/down, my turn, your turn, body parts.

Strategy – Copy and Add

Show your child how they can expand their dance by copying their actions and adding another. You can also copy the words they said and add another so they learn how to build phrases and sentences. E.g., child- “dance”, adult- “daddy’s dancing”.

NOTES

PLAY WITH A mirror



FUNNY FACES

Make funny faces with your child in front of the mirror; copy their sounds and expressions and encourage them to copy yours.

Target words

smile, happy, frown, sad, wow, hi, your name, your child’s name, parts of your face (eyes, nose).

Strategy – Modeling

Point to parts of your face and name them. Name the expressions you’re doing, e.g., “smiling”, “happy”, etc.

NOTES

PLAY WITH A mirror



TOUCH YOUR...

Sit with your child in front of the mirror. Name body parts for them to point to.

Target words

body parts, your name, your child's name, hi, wave, point.

Strategy – Repetition

Repeat the target words multiple times in a natural way. E.g., “touch your head”... “yes, your head!”, “Bobby’s head”.

NOTES

PLAY WITH A mirror



PEEK-A-BOO

Play peek-a-boo with your child using the mirror.

Target words

boo/peek-a-boo, hi/bye, gone, your name, your child's name, my turn, your turn.

Strategy – Pausing

Pause and wait before saying “boo” to give your child an opportunity to say it. Wait and look at them expectantly so they know you’re expecting them to say/do something.

NOTES

PLAY WITH A Mirror



DRESS-UP TIME

Have a dress-up session in front of the mirror with hats, scarves, and other accessories.

Target words

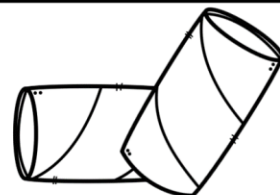
names of clothes you're putting on, on/off, look, help, dress-up, body parts.

Strategy – Choices

Offer your child a choice of what they want to put on next. Show your child two items and name them. They may make their choice by pointing, reaching, vocalizing, using a word or sign. Repeat their choice back to them when you give them the item.

NOTES

PLAY WITH Toilet Roll Tubes



CREATE BINOCULARS/TELESCOPES

Decorate the toilet roll tubes and connect them with string or ribbon to create binoculars for your child to play with. Or use just one toilet roll tube and look through it like a telescope.

Target words

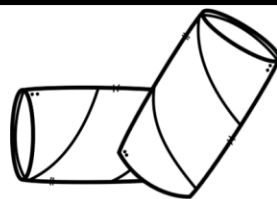
look, see, here, names of objects you see.

Strategy – Commenting

Comment on what you and your child can see when you're looking through the binoculars together.

NOTES

PLAY WITH Toilet Roll Tubes



PAINT AND DECORATE

Let your child paint and decorate the toilet roll tubes with stickers, markers, or paint, to create their own designs. Use the toilet roll tubes as stamps- bend the ends into different shapes and press them in paint then stamp them onto paper.

Target words

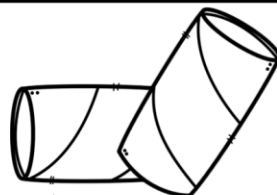
paint, color, stick, glue, crayons, markers, stamp, picture, more, wet, dry, all done.

Strategy – Choices

Offer your child a choice of what they want to put on the toilet roll tube. Offer them a choice if they want to use paint or crayons, etc. Show your child the choices where possible. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice back to them.

NOTES

PLAY WITH Toilet Roll Tubes



ROLL AND CATCH

Roll a ball or push small toys or teaspoons through the toilet roll tubes and encourage your child to catch them on the other side.

Target words

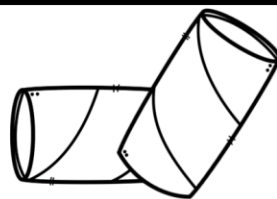
name of the item you're playing with, go, stop, catch, uh oh, yay, zoom.

Strategy – Verbal Routines

Use a set phrase each time you send an item through the tube, e.g., "ready, set, go!". You can pause before saying "go" to give your child an opportunity to say it. You can also say "1, 2, 3, zoom!".

NOTES

PLAY WITH Toilet Roll Tubes



TUBE DROP

Tape the tubes vertically on a wall or window. Encourage your child to drop small objects (e.g., caps from food pouches, pom poms, corks, etc.) down the tubes. Catch them in a bowl.

Target words

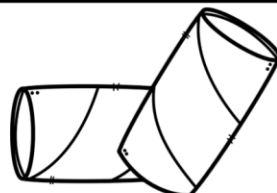
go, drop, down, stop, wow, uh oh, yay, zoom.

Strategy – Verbal Routines

Use a set phrase each time you drop an item through the tube, e.g., “ready, set, drop!”. You can pause before saying “drop” to give your child an opportunity to say it. You can also say “down, down, down, stop!”.

NOTES

PLAY WITH Toilet Roll Tubes



MUSICAL INSTRUMENTS

Use the toilet roll tubes as pretend microphones and have fun making different sounds down the tubes. Make noisemakers by taping shut one end of the toilet roll tube, adding some dried rice/beans or small objects like caps from food pouches, and then taping shut the other end. Have fun shaking the tubes to hear the different sounds they make.

Target words

shake, loud/noisy, quiet, shh, yay, wow, names of the fillings inside.

Strategy – Repetition

Model the words to match the actions as you do them, repeat them naturally while you're playing. E.g., “shake, shake, shake”.

NOTES

PLAY *Just You and Your Child*

HORSEY HORSEY

Sit your child on your lap. Bounce your knees up and down while singing the song 'Horsey Horsey'. You can make your knees bounce faster when singing the line "giddy up, we're homeward bound", if this is something your child enjoys. Pause at the end of the song to give your child a chance to request it again; they may say "horsey" or may wiggle their body to show the horse movement. Then sing the song again.

Strategy – Pausing

Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you're expecting them to join in.



NOTES

PLAY *Just You and Your Child*

TICKLE

Hold your hands in the tickling position, and say "tickles" or "tickle time". Pause to give your child an opportunity to respond. Then tickle your child playfully; repeat "tickle, tickle, tickle". After a few tickles, stop and wait for your child to show you they want you to do it again.

Strategy – Pausing

Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you're expecting them to join in.



NOTES

PLAY *Just You and Your Child*

ZOOM, ZOOM, ZOOM

Sit your child on your lap; hold them supportively with hands on either side of their body, under their armpits. Sing the song “Zoom, Zoom, Zoom”. As you sing, you can gently rock them side to side. Then, pause before doing the countdown to blast off, and/or pause before “blast off” to give your child an opportunity to say/do something. At the “blast off” part, you can lift your child up in the air.

Strategy – Pausing

Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you’re expecting them to join in.



NOTES

PLAY *Just You and Your Child*

JUMPING

If your child enjoys jumping, you can either stand facing them, hold both of their hands, and jump together, or, do a jumping race game. Try jumping fast, then stopping. Try jumping into piles of cushions, if your child enjoys that sensory feedback.

Strategy – Pausing

Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you’re expecting them to join in.



NOTES

PLAY *Just You and Your Child*

PEEK-A-BOO

You can do this using just your hands, or with a blanket/scarf. Depending on your child, you may want to put the blanket over yourself first, to show how to play (saying “hi” or “here I am”), or you can put it over your child, and support them to pull it away; you then model the target phrases.

Strategy – Pausing

Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you’re expecting them to join in.



NOTES

PLAY *Just You and Your Child*

FINGER GAMES

Sing songs with your child involving hand actions, such as ‘This Little Piggy’, and ‘Round and Round the Garden’, etc. Pause before the exciting part of the song, to give your child an opportunity to request that you continue.

Strategy – Pausing

Pause and wait before doing the main/exciting action. This gives your child an opportunity to communicate and request that you continue. Wait and look at them expectantly so they know you’re expecting them to join in.



NOTES

PLAY *Just You and Your Child*

CHASE

If your child enjoys running, play a game of chase. Begin by running alongside them, as they notice you, you can then begin chasing after them, and trying to catch them. When you catch them, you could tickle them, if this is something they enjoy. Say the same phrase, such as “I’m coming” or “I’ll catch you!”, so they know you are playing the chase game.

Strategy – Verbal Routines

Try using the same phrase or phrases while you’re playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY *Just You and Your Child*

UP AND DOWN

Hold your child securely with your hands on either side of their body, under their armpits. Lift them up while saying “up up up”, then bring them down swiftly (but carefully) while excitedly saying “down”.

Strategy – Verbal Routines

Try using the same phrase or phrases while you’re playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY *Just You and Your Child*

ACTION SONGS

Sing action songs and rhymes with your child. Show them the actions while you sing together. Encourage them to join in with the actions.

Strategy – Verbal Routines

Try using the same phrase or phrases while you're playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY *Just You and Your Child*

BOUNCY BOUNCE

Sit on the floor with your knees raised and feet flat on the floor. Then sit your child on your knees. Make your knees bounce up and down, or rock from side to side. You can say “bouncy bounce”, “bounce, bounce, bounce, stop!”, or “rock, rock, rock the baby”, while you bounce or rock them on your knees.

Strategy – Verbal Routines

Try using the same phrase or phrases while you're playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY *Just You and Your Child*

SIMPLE HIDE AND SEEK

Play a simple game of hide and seek, start by hiding under a cover or behind a chair/cushion, then progress to hiding in other spaces in the room. Take turns hiding and seeking. You can say “I’m coming to find you!”, “where are you?”, or “I’m hiding!” while you’re playing together.

Strategy – Verbal Routines

Try using the same phrase or phrases while you’re playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY *Just You and Your Child*

ROUGH AND TUMBLE PLAY

If your child enjoys rough and tumble play, engage in a fun wrestling game. You can say a phrase such as “let’s wrestle!” or “you got me!”.

Strategy – Verbal Routines

Try using the same phrase or phrases while you’re playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY *Just You and Your Child*

HORSEY RIDES

Let your child sit on your back as you crawl around the room to give them a horsey ride. You can say “giddy up horsey” or “let’s go for a ride” while you give them a horsey ride.

Strategy – Verbal Routines

Try using the same phrase or phrases while you’re playing. They will become familiar to your child, and they indicate when a fun game is due to start or end. It also gives them words they can use to request a game to play (or to request that a game ends).



NOTES

PLAY WITH a Blanket

PEEK-A-BOO

Play peek-a-boo with your child using a blanket, hiding your face and then revealing it. Say “boo” or “hi” when you show your face.

Target words

boo/peek-a-boo, hi/bye, my turn, your turn, hide, wave, etc.

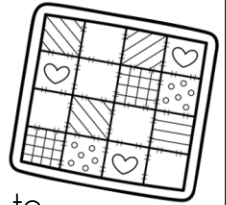
Strategy – Pausing

Build anticipation while playing by slowly revealing your face and slowly saying “peek...a...boo!”. Pause before saying “boo” to see if your child will say it.



NOTES

PLAY WITH a Blanket



BUILD A TENT/FORT

Put a blanket over the top of your table, or use chairs and other furniture, to create a tent. Encourage your child to play inside, and join them in the tent too.

Target words

paint, color, stick, glue, crayons, markers, stamp, picture, more, wet, dry, all done.

Strategy – Commenting

Talk about what you and your child are doing together in the tent. E.g., “in the tent”, “I’m reading a book”, “it’s bedtime”, etc.

NOTES

PLAY WITH a Blanket



PARACHUTE PLAY

Hold the corners of the blanket and encourage your child to run underneath while you lift it up and down.

Target words

up/down, in/out, high, run, go/stop, yay, wow.

Strategy – Repetition

Repeat “up, up, up” as you lift the blanket up, then “down, down, down” as you bring it back down again.

NOTES

PLAY WITH a Blanket



OBSTACLE COURSE

Create an obstacle course using a blanket and pillows for your child to crawl under, jump over, or balance on.

Target words

go/stop, under/over, in/out, on/off, yay, zoom, names of actions, e.g., run, jump, etc.

Strategy – Commenting

Comment on what your child is doing while they complete the obstacle course. E.g., “over the pillow”, “under the blanket”, etc.

NOTES

PLAY WITH a Blanket



PICNIC TIME

Lay the blanket on the floor and have a picnic with your child. You can set up a picnic with toy food and other toys, or have a real picnic and eat your lunch with your child on the blanket.

Target words

picnic, blanket, eat, drink, food, names of foods you're eating, yummy, mmm, more, all done.

Strategy – Modeling

Name the foods your child is eating. Name the actions they're doing, e.g., if they're eating an apple, you can say “eat”, “yummy apple”, etc.

NOTES

PLAY WITH Water



FREE PLAY

Fill a large plastic container or bathtub with water and bubbles (optional). Give your child a selection of waterproof toys/objects to play with, e.g., plastic cups, a watering can, spoons, funnels, sieves, etc.

Target words

water, splash, scoop, pour, wet, names of any toys/objects you're playing with.

Strategy – Follow their Lead

Watch what your child is doing in play then copy and join in with this. Comment on what they're doing while playing with the water and toys.

NOTES

PLAY WITH Water



WASH THE TOYS

Fill a large plastic container or bathtub with water and bubbles. Add some toys/objects and sponges/cloths to play with. Encourage your child to wash the objects. Give them a towel so they can dry them afterward, too.

Target words

wash/dry, dirty/clean, wet/dry, water, bubbles, names of objects, towel, sponge.

Strategy – Choices

Offer your child a choice of what to wash next. Hold two items up and name them. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice back to them when you give them the object.

NOTES

PLAY WITH Water



SCOOP AND POUR

Fill a large plastic container with water, and give them an empty container alongside. Give your child cups and encourage them to scoop the water and pour it from one container into another. Show them how you can do big scoops and small scoops, and how you can pour the water from various heights.

Target words

water, wet, scoop, pour, splash, sprinkle, drip, big/small, high/low, cup.

Strategy – Repetition

Repeat the target words multiple times in a natural way during play. E.g., “splash, splash, splash the water”, “big scoop, big, big, biiiiiig scoop!”.

NOTES

PLAY WITH Water



SINK AND FLOAT

Fill a container or bathtub with water. Add a range of waterproof items. Show your child how the objects sink or float. Push them underwater and watch them float back to the top. Swirl the water around as they float around on top, etc.

Target words

sink/float, in/out, up/down, names of the objects.

Strategy – Commenting

Comment on what is happening, talk about things sinking/floating, how they are moving in the water, talk about what you are doing while playing, etc.

NOTES

PLAY WITH Water



JUMP IN PUDDLES

Make puddles of water on the ground, encourage your child to splash and jump in the puddles. Use verbal routines, e.g., “ready...set... jump!” or “1...2...3...jump!”.

Target words

jump, go, splash, wet, puddle, wow, yay, big (jump), small (jump), again, all done.

Strategy – Verbal Routines

Use the same phrases while your child is jumping in the puddles. This gives them familiar words they can use to show they want to jump. Pause before saying the final word in the phrase, to see if they say it.

NOTES

PLAY WITH Water



SPLASH

Give your child a container of water (any size) and encourage them to play and splash. You could play a game to see who can make the biggest or smallest splashes.

Target words

go, splash, wet, water, wow, yay, big (splash), small (splash), again, all done.

Strategy – Pausing

Hold your hands above the water and look at them expectantly. They may show you they want you to splash the water by waving their hands, vocalizing, or saying “splash”.

NOTES

PLAY WITH Water



PAINT WITH WATER

Give your child some water and a paintbrush. Encourage them to paint with the water. You could paint the floor, the fence, toys, outdoor furniture, etc.

Target words

paint, water, brush, wet/dry, more, all gone, wow, yay, uh oh.

Strategy – Repetition

Repeat the target words multiple times in a natural way while your child is playing. E.g., “paint, paint, paint the fence”, “wet brush, wet hands, wet fence”, etc.

NOTES

PLAY WITH Water



MAKE NATURE SOUP

Go on a walk around your yard or a local outside space. Gather some things from nature, e.g., leaves, grass, pebbles, etc. Add them to some water to make your own nature soup. You could even bring bowls and spoons outside too, for a pretend picnic.

Target words

names of the things you’ve found, bowl, spoon, water, soup, stir/mix, eat, yum, wow.

Strategy – Choices

Offer your child a choice of what to add to their soup next. Show them the two options. They may make their choice by pointing, reaching, vocalizing, signing, or saying a word. Repeat their choice back to them as you give them the item.

NOTES

PLAY WITH Water



PLAY WITH ICE

Freeze some small toys or objects in ice cubes or mix water and food coloring and freeze it. Put the ice cubes in a container and give your child some warm water to mix them with. You could use water droppers and tools to melt and break the ice to get the objects.

Target words

names of the toys/objects, frozen, melt, drop, cold, warm, ice cube, stuck, help, more, all done.

Strategy – Commenting

Comment on what your child is doing during play. Talk about what the toys/objects look and feel like.

NOTES

PLAY "What's in the Bag?"



EVERYDAY OBJECTS

Gather together a selection of everyday objects and toys, e.g., a spoon, plastic cup, socks, hairbrush, bubbles, toy car, etc. Take turns taking an item out of the bag, and let your child play with/explore the item. You can show them what to do with it if they are unsure. Name the objects/toys and talk about them while they are playing.

Strategies

Pausing: When you take an item out of the bag, pause and wait. Look expectantly at your child to see if they will name the item. If they don't, you can name it and continue playing.

Commenting: Talk about what your child is doing while they are playing with the objects. Talk about what the objects look and feel like, etc.

NOTES

PLAY "What's in the Bag?"



TOY ANIMALS

If your child has some toy animals, put them into the bag. Take turns taking an animal out of the bag. Name the animal and model the sound it makes while your child plays with it.

Strategies

Pausing: When you take an item out of the bag, pause and wait. Look expectantly at your child to see if they will name the item. If they don't, you can name it and continue playing.

Modeling: Name the objects as you take them out of the bag. Model the sounds they make. Show your child how it moves, etc.

NOTES

PLAY "What's in the Bag?"



THINGS THAT GO TOGETHER

Gather together a range of objects that go together. Put one object from the pair in the bag, and put the other in front of you and your child. Take turns taking things out of the bag and matching it with the other items. E.g., cup and spoon, pencil and paper, toothbrush and toothpaste, doll and bottle, pairs of socks or shoes, etc.

Strategies

Pausing: When you take an item out of the bag, pause and wait. Look expectantly at your child to see if they will name the item. If they don't, you can name it and continue playing.

Modeling: Name the objects as you take them out of the bag. Show your child what you do with the items. Name what it matches with, etc.

NOTES

PLAY "What's in the Bag?"



FOODS (TOY FOODS OR REAL FOODS)

Put a range of foods inside the bag. Take turns taking something out of the bag and encourage your child to explore it. If it is real food, let them taste it (if suitable). For example, bananas, apples, chocolate, cookie, etc.

Strategies

Pausing: When you take an item out of the bag, pause and wait. Look expectantly at your child to see if they will name the item. If they don't, you can name it and continue playing.

Commenting: Talk about what your child is doing while they are playing with the objects. Talk about what the objects look & feel like, etc. E.g., "eat the apple", "mmm, nice pear".

NOTES

PLAY "What's in the Bag?"



CLOTHES

Gather a range of clothes from people who live in your house and put them in the bag. Take turns taking an item of clothing out of the bag. Name it, and tell your child who it belongs to. E.g., "daddy's shirt", "Joey's socks", etc.

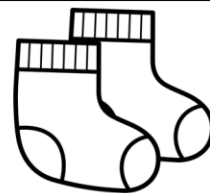
Strategies

Pausing: When you take an item out of the bag, pause and wait. Look expectantly at your child to see if they will name the item. If they don't, you can name it and continue playing.

Copy and Add: Repeat what your child has said and add another word, so they hear how to make their phrases longer. E.g., child: "socks", adult: "daddy's socks" or "stinky socks".

NOTES

PLAY WITH Socks



SLIDE THEM DOWN A RAMP

Rest a flattened cardboard box against the sofa. Slide balled-up socks down the ramp.

Target words

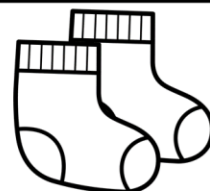
slide/ramp, go/stop, fast/slow, up/down, my turn, your turn, zoom, wow, uh oh.

Strategy – Verbal Routines

Use a set phrase each time you slide the socks down the ramp, e.g., “ready, set, go!”, “1, 2, 3, slide!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “down, down, down, stop!”, “zoom, so fast!”.

NOTES

PLAY WITH Socks



THROWING GAMES

Take turns throwing balled-up socks into an empty box or basket.

Target words

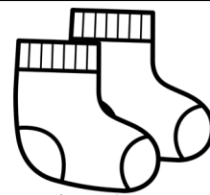
throw/toss, socks, go, wow, yay, in, uh oh, missed, more, again, my turn, your turn.

Strategy – Verbal Routines

Use a set phrase each time you throw the socks, e.g., “ready, set, go!”, “1, 2, 3, throw!”, etc. You can pause before saying the last word to give your child an opportunity to say it. Other ideas: “go socks go!”, “uh oh, missed it!”.

NOTES

PLAY WITH Socks



FEEDING GAMES

Draw a face on an empty cardboard box and cut out the mouth. Take turns “feeding” the socks into the mouth.

Target words

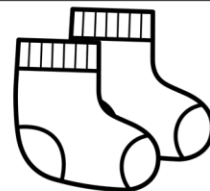
in, eat, feed, mouth, more, yummy, socks, all gone.

Strategy – Repetition

Repeat the target words in a natural way while you’re playing. E.g., “eat, eat, eat the socks”, “more socks, eat more socks”, etc.

NOTES

PLAY WITH Socks



PLAY CATCH

Play a gentle game of catch with balled-up socks

Target words

catch, throw, go, yay, uh oh, missed, my turn, your turn, wow.

Strategy – Pausing

Pause and wait expectantly before you throw the socks to build excitement and anticipation. Your child may show you they want you to throw the socks by saying a word, vocalizing, pointing, signing, reaching, etc. You can model “throw” or “go” and then throw the socks.

NOTES

PLAY WITH Socks



MATCHING GAME

Gather together a pile socks and encourage your child to find the matching pairs. Works best with socks with distinctive colors/patterns/pictures on them. You could also do this when you are sorting the laundry as a way to add playfulness to this daily routine.

Target words

socks, same/different, colors, names of who the socks belong to, etc.

Strategy – Commenting

Talk about what is happening while your child is looking for the matching socks (e.g., “hmm, let’s look for the socks”, “I’m looking for a blue sock”, etc.). Talk about what the socks look like, who they belong to, etc.

NOTES

PLAY WITH Socks



MAKE HAND PUPPETS

Put socks on your hands to make a simple sock puppet. If you have spare socks and craft items, you can put eyes and other features onto the socks to make fancy sock puppets. Show your child how you put the socks on your hands and make them talk/do things.

Target words

sock, puppet, hi/bye, look, name the actions the puppet is doing (eating, sleeping), etc.

Strategy – Follow their Lead

Watch what your child does while they play with the sock puppets, then copy and join in with this play. Comment on what they’re doing, what the sock puppets look like, etc.

NOTES

PLAY WITH Socks



PLAY "HIDE THE SOCK"

Hide a sock somewhere in the room and encourage your child to find it.

Target words

look, hide, gone, where, sock, in/on/under, help, my turn, your turn.

Strategy – Copy and Add

Repeat what your child has said and add another word so they hear how to make their phrases longer, e.g., child: "in", adult: "in the basket", etc.

NOTES

PLAY WITH Socks



SOCK SOUP

Pretend that the socks are food and encourage your child to make soup with them. Put all the socks into a basket or large pan and give them a wooden spoon to stir them with. Let your child feed you the sock soup. Pretend to eat the socks; be animated and silly while eating.

Target words

socks, in/out, more, spoon, pot/pan/basket, stir/mix, eat, yum, yuck.

Strategy – Modeling

Name the actions your child is doing while they're making the sock soup. When you eat the soup, model fun sounds, such as "mmm, ah", or "yuck, bleugh", etc.

NOTES