



Norwood

Child and Family Resource Centre

ACTIVITIES TO SUPPORT LANGUAGE DEVELOPMENT



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Let's Sing, "Twinkle, Twinkle, Little Star"

Outcome: Singing with your child is a great way to build their vocabulary, vocalization, and literacy skills. As children sing, they use their tongue, lips, and teeth to articulate their words, while also developing their memory, concentration, and emotional well-being.

Materials Needed: You!

How:

Sing "Twinkle, Twinkle, Little Star" with your child:

"Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle, little star
How I wonder what you are."

Puppet Play

Outcome: When you introduce words and sounds to children, they begin to develop language use by mimicking sounds and creating word formations.

Materials Needed: Animal puppet, stuffed animals or a sock.

Optional Extension Materials: Glue, markers, googly eyes and any other materials you want to create your own puppets.

How:

Use an animal puppet, stuffed animal, or sock puppet, describe to your child different noises that animals make. **For example:**

- Cow says, "MOO."
- Dog says, "WOOF WOOF."
- Frog says, "RIBBIT RIBBIT."

Provide a reasonable response time to encourage your child to use more complex language and vocabulary.

Extension: You can extend this activity by making more detailed statements like,

- Cows eat grass, "MUNCH MUNCH."
- Dogs eat treats, "CRACK CRACK."
- Frogs eat bugs, "CRUNCH CRUNCH."

Let's Play "Simon Says"

Outcome: "Simon Says" is a fun way to build your child's understanding of words and language and show how well they understand concepts and follow directions.

Materials Needed: None.

Optional Extension Materials: Paper, markers, and scissors.

How to Play:

- Take the role of 'Simon' and have your child or children follow simple, fun instructions ... but only if you say "Simon says" first.

For example, "Simon says stand up." or "Simon says touch your ears."

Be creative with your actions and have fun with your children!

- If your child is three years or older, combine two actions once they have mastered one-step directions. Use phrasing like, "first..., then..." to help your child understand the concept of sequences. Example: first tap your head, then hop on one foot.
- Ideas for actions: tap your head, wiggle your fingers, find the red marker, turn on the light, touch your nose.

Extension: You can write actions on small paper cards and let your child choose one to give to you. This will become handy when you move to two or three-step directions; just let your child pick two or three cards. Make sure you shuffle the cards in a different order to make it more fun!

Let's Play "I Spy"

Outcome: Games like "I Spy" support the development of your child's listening skills by using descriptors they must process in order to find an object. This game also increases children's ability to follow directions.

Materials Needed: You, your child, and objects you can find in your house or community.

How to Play:

- "Spy" for objects around your house and in your community.
- Start the game by saying: "I spy with my little eye something that is..." and ask your child to look for an object.

For example:

"I spy with my little eye something that is red in the kitchen."

"I spy with my little eye something that is round in your room."

- Be creative by pointing out different things like objects' colour, shape, size or texture. You can incorporate letters and numbers if your child is older.

Let's 'Read' a Picture Book

Outcome: Wordless picture books help develop children's language, literacy, creativity and storytelling skills by exercising expressive and receptive language, listening skills, vocabulary, and comprehension.

Materials Needed: An age-appropriate picture book with no words.
For example: A boy, a dog, a frog by Mercer Mayer.

How:

- Use a book with only pictures to give you and your child the freedom to make up your own story based on what you see.
- Ask open-ended questions* and model language by suggesting ideas for your child while looking at the book. As you do so, you will start to produce the story together.
- Asking questions will develop the story and allow you and your child to share different thoughts, ideas, and opinions.

*An open-ended question cannot be answered with simple "yes" or "no" answers.
Example: "What do you think will happen next?"

Introducing New Words

Outcome: Speaking in slow, simplified, or exaggerated speech helps children develop word recognition earlier. Commenting on pictures or items using descriptive words will help children understand spoken words and express themselves verbally and through gestures.

Materials Needed: Real life objects or pictures of: shapes, people, colours, animals or whatever you have available around the house.

How:

Introduce new words to your child by describing specific objects, colours, shapes, people, animals, and feelings.

- Set out some pictures or items in your environment and talk to your child about them using descriptive language. Ask questions to encourage your child to talk.

For example: place a red ball on the table and say:
"Where is the ball?" or "Show me red."

- Your child might answer:
"ball" or "table" or "big" ...
"red" or "it's red" ...
- When your child uses a word or points at the object, expand on it by adding new words that describe the object and emphasizing them:
"The ball **is on the table.**"
"The **big red** ball."

Go on a Scavenger Hunt

Outcome: By doing this activity your child will learn new words, understand their meaning, and later use them to express what they have seen on the walk.

Materials Needed: Pencil, markers, clipboard, and paper.

How to Play:

- On a piece of paper draw a few items to find; for example: a bird in the sky, flower, kite, bicycle, stick, etc.
- Take a walk outside with your child.
- Ask your child to find each item you have drawn and cross it off once they have found it.
- Repeat the name of each item you have found to your child.