



ACTIVITY NAME	<i>Pancake - Building communication</i>
AGE	0-2 years
DURATION	5-10 minutes
INSTRUCTIONS FOR THE ACTIVITY	In this playful activity none of the objects or toys are necessary. It's excellent for connecting with the child and provides an opportunity to build joint attention skills and attachment with the parents and make first steps toward pretend play. how to: while the child is on the floor laying, the adult is opposite to the child. It's important to "catch" eye contact with the child. 1. Adults gently stroke the hands, legs of the child, imitating the action of spreading the marmalade (chocolate) on the pancake at the same time commenting "I am spreading the marmalade on the pancake" a few times. 2. Adult rolls the child on the floor while commenting " I am rolling the pancake" 3. The final step is "I am going to eat the pancake" so the adult is pretending to eat the pancake. It should not be scary, just with a wide open mouth and tickle or physical contact that child finds pleasant. Goal is to have fun, laugh and smile while maintaining eye contact with the child. It's necessary to adapt language and behaviour to the comfort zone of the child, build up suspense, and monitor and react to any sign from the child to continue or repeat the activity. Repetition of the same words is also an opportunity to learn new words. You can adapt vocabulary to those words that child are familiar with so it could be "smear, spread, make" "pancake, sandwich, cake..."
MATERIALS, IMAGES AND RELEVANT LINKS	/





ACTIVITY NAME	Grocery store vocabulary building
AGE	3 years
DURATION	/
INSTRUCTIONS FOR THE ACTIVITY	Routines, such as grocery shopping with your child, are offering a great opportunity for building your child's language and speech skills. In this activity, you simply need to go to the grocery store with your child and comment and expand on their interests. For example: - Expand vocabulary. Name all of the objects your child comes in contact with and expand on that (<i>That is milk. We drink milk. Cow makes milk.</i>). Repeat what your child says indicating that you understand. Build and expand on what was said (<i>Want juice? There's juice. There is apple juice. Do you want apple juice?</i>) - Ask questions that require a choice (<i>Do you want an apple or an orange?; Do you want to sit in the cart or walk?</i>) - Help your child understand and ask questions. Play the yes-no game. Ask questions such as <i>Is this a cat?; Are you a boy?; Can a pig fly?</i>, and encourage your child to make up questions and try to fool you. - Ask your child open-ended questions, such as <i>We got milk. What should we do next?</i> - Place familiar objects in the cart. Have your child put in the object and tell you what it is called and how to use it (<i>This is a ball. I bounced it. I play with it.</i>) - Use the items on the grocery shelf to give your child practice finding something above their belly button, below their nose, on the bottom shelf, and between other items on a shelf. - Opportunities to use superlatives, those little endings that help describe size, are all around the grocery store. Have your child find a big fruit, a bigger fruit and the biggest fruit in the produce section. Have them compare and ask <i>What's the smallest item in the cart? What is the largest item?</i> Instead of viewing grocery shopping as a chore, use this time to connect and interact with your child. It might take up more of your time, but the benefits will be countless!
MATERIALS, IMAGES AND RELEVANT LINKS	Going to the grocery store





ACTIVITY NAME	Oral motor exercises for speech development
AGE	4 years
DURATION	Around 15 minutes
INSTRUCTIONS FOR THE ACTIVITY	There are many reasons to incorporate oral motor exercises into everyday life, mostly because they are improving the functioning of the mouth, jaw, lips, cheeks, and tongue so that the child can demonstrate coordination needed for sound production and articulation, and preventing issues with chewing, swallowing, movement of foods and liquids and tolerance of various textures. Remember that not all of these exercises are needed for every child's specific needs, so parents can pick and choose the exercises that meet the needs of their child: - Bring their hands and fingers to his or her mouth and lips. - Play tongue Simon Says with a mirror. We have many oral motor Simon Says commands that can be printed off to target specific motor skills with the lips, jaw, cheeks, and tongue. - Play the "hokey pokey" with your tongue and cheeks. - Try messy play with food. - Encourage tolerance of a spoon or other feeding utensil in different parts of the mouth. - Open and close your mouth. - Move your tongue from side to side. - Press your lips together and then smack your lips apart. - Explore different types of utensil textures (plastic, metal, plastic covered, etc.) - Hold and play with a toothbrush, bringing the brush to their mouth and face. - Encourage mirror play, identifying parts of the mouth. - Add rhythmical, whole- body play with therapy balls, uneven surfaces such as trampolines or crash pads to improve proprioceptive input. - Explore mouth play with teething toys and tools. - Explore use of teething toys and tools in different positioning (prone, supine, side lying, etc.) - Use rhythmical music along with tapping the cheeks or lips. - Offer frozen fruit on a tongue depressor. Try this recipe for frozen fruit skewers. - Chew a straw. - Pucker your lips in a pretend kiss.



	- Blow a party noise maker. - Blow a kazoo. - Use a straw to pick up squares of paper and drop them into a bowl. - Make fish lips. - Apply Chapstick (scented or unscented) and press your lips together as you move your lips from side to side. - Puff up your cheeks. - Smack your lips. - Whisper the sounds the letters of the alphabet make from A-Z. Notice how your mouth moves. Or, spell out your name or other words by whispering the sounds the letters make. - Blow bubbles - Blow through a straw to move a cotton ball or small craft pom-pom along a line. Can you move it through a maze? - Freeze water to a popsicle stick and lick or suck until the ice melts. - Try making these Shirley Temple popsicles. They are a tasty oral motor exercise tool. - Pour water into an ice cube tray. Add popsicle sticks to create a cube pop. Lick and suck until the ice melts. - Scoop peanut butter onto a spoon. Lick it off with the tip of your tongue. - Point your tongue to the end of your nose. Hold it there as long as you can. - Point your tongue to your chin. Hold it there as long as you can. - Push your tongue into your right cheek. Hold it there and then press the end of your tongue into your left cheek. - Count your teeth using your tongue. Touch each tooth with the tip of your tongue. - Chew gum. Can you blow a bubble? - Deep breathing mouth exercises. Use these printable deep breathing cards.
MATERIALS, IMAGES AND RELEVANT LINKS	Different materials needed. Source: https://www.theotttoolbox.com/oral-motor-exercises/





ACTIVITY NAME	Storytelling activity
AGE	5 years
DURATION	15-30 minutes
INSTRUCTIONS FOR THE ACTIVITY	Books introduce children to new worlds and opportunities for their minds to grow and develop, they offer a special time for you and your child to enjoy the feeling of closeness. Storytelling brings language learning alive and creates a participatory and immersive experience that allows children to enjoy hearing the language in a dynamic, sometimes stylistic and entertaining way. An activity you can do with your child that can spark their interest in book reading and storytelling is a three-part way of reading books. Together with your child choose a book that you will be reading for the next three days/reading sessions. On the first reading session the goal is to get familiar with the book and contents of the book. Read the book to your child, follow where your child is pointing and talk about the pictures. In the second reading session the goal is to get even deeper in the storyline, so you should read the book again but this time also talk about the feelings and thoughts of the characters, causal connections, emotions, different outcomes, etc. Now that your child is familiar with the plot of the book, on the third reading session your child should be the storyteller. Sit back, relax and enjoy listening to the story your child composes. You can add details onto your child's story, but make sure you do it in a reinforcing and positive way, and not to make them feel like they are telling the story 'wrong'. Stories offer everyone a chance to enjoy language and discover new words, new worlds and new things about themselves, they help strengthen a connection between parents and children. Reading books and storytelling requires a commitment by parents, but we urge you not to think of it as a chore or obligation, but rather think of it as an investment in your child's development, well-being, and happiness!
MATERIALS, IMAGES AND RELEVANT LINKS	A book of your choice





ACTIVITY NAME	Alphabet knowledge
AGE	6 years
DURATION	15-30 minutes
INSTRUCTIONS FOR THE ACTIVITY	Learning to read is a complex process that requires young children to acquire and continue to develop automaticity with foundational skills, including alphabet knowledge (National Early Literacy Panel, 2009; National Reading Panel, 2000). These are an integral part of foundational skills and closely correlated to later reading and spelling achievement (Strickland & Shanahan, 2004). Alphabet knowledge includes the ability to identify and name letters and hear sounds in words (phonological awareness). It is important for kindergarten teachers to assess letter naming because it is a foundational pre-literacy skill that research has shown to be related to children's success in reading (National Early Literacy Panel, 2009). Letter knowledge is the child's ability to connect the letter name with its written symbol. A child can demonstrate letter knowledge by selecting letters named by someone else, or by naming letters selected by someone else. Letter knowledge can also be demonstrated through children's writing if they are able to name or select the letters they have written. An activity for developing alphabet knowledge is making <i>letter/sound maps</i>. Together with your child choose one letter/sound every week and make a map for it. Firstly, you take a piece of paper and fold it in two, thus making your "map". Next step is to write the chosen letter in big font on the front page, and under it let the child draw the first word that they associate with that letter/sound. Rest of the activity is concentrated around finding pictures of words that start with the chosen letter, and glueing or drawing them into the map. After filling your map, you can start with another one, until you make the whole alphabet book!
MATERIALS, IMAGES AND RELEVANT LINKS	Papers, pencils, colours

