

## Activities to enrich and stimulate language development

***\*\*Please supervise your child during activities. Safety first!***

- Get your child involved in **home chores**. For example, removing laundry from drying rack is good for hand muscle strengthening, and provides repetitive opportunities to model language such as:
  - o “Thank you” (as your child hands you a clothes pin)
  - o “Take it off”; “Put in” (the hamper, or other container for clothes or pins).
  - o Names for clothing (shirt, socks, shorts, underwear, towel)
  - o Descriptive words (e.g., **colors** [*“Green shorts for school.”*], **sizes** [*“Daddy’s big shirt”*], **wet/dry**).
  - o Also, can help with categorization and organization as the child sorts the items, e.g. groups all the shirts together, socks together, etc.
- **Water play** in the shower at home, with a bucket, cups, and other containers, such as empty shampoo and soap bottles. Activities are often repetitive (pouring and dumping out), so when paired with language, they provide multiple models of a specific sound, word, or phrase.
- Put things into and take them out of containers. Old cereal boxes, empty spice jars, or other recyclable objects can be re-used, and are often more meaningful for children than store-bought toys, since they see adults using them in real-world activities. Containers can then become noise-makers, holders of “surprises”, hiding places (“Where is the \_\_\_?” or other guessing games), or used in pretend play schemes.
- Larger boxes can turn into cars, baby beds, homes for toy animals, or 3-D media for coloring. Save your own diaper or milk boxes, or ask at the supermarket.
- Save those old clothes, jewelry, and other accessories that you no longer use. Your child may find it exciting and fun to play dress-up. S/he can also practice the skills needed for dressing. Old baby clothes can also be fun to use with soft toys.
- Make your own books, such as:
  - o *A Book about Me*: including drawings or photographs of family, friends, pets, toys, bedroom, favorite things, favorite foods, etc
  - o *Favorite* topics, with cut out pictures from magazines or newspapers.
  - o Concepts, with pages for shapes (*round* objects) and colors (*blue* objects), etc.
  - o When your child is ready, adult can write down the child’s “story” that goes with a drawing s/he has made. Your child will feel validated if you write down things as close as possible to the way s/he said it, even if it’s not grammatically-correct.
- Act out stories using props found around your home, similar to objects featured in the book.



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