

PRESCHOOL SPEECH AND LANGUAGE ENRICHMENT ACTIVITIES

Below are ideas for optional activities for your child to build speech and language skills:

[Speech and Language Activities for Home](#)

Articulation

1. **Sound Hunt:** Find five items in your house that start with your speech sound. Parents should begin by labeling items and asking if the child hears their sound. For example, “Here’s a ‘cup’. C-C-Cup. Do you hear the /k/ sound?” And have your child practice saying the word correctly. After a couple rounds, have your child find some items independently.
 2. **Board Games:** Play a simple, turn-taking board game. Before each turn, have your child produce their speech sound 3-5 times.
 3. **I Spy:** Play “I Spy” with words that start with your speech sound. When your child guesses correctly, have them practice saying the item in a sentence (e.g., “I spy a **pig!**”).
 4. **Books:** Read a book and make a list of words with your speech sounds. You can also point to pictures and ask your child to label items. [This list](#) includes books that have many repetitions of specific speech sounds. Choose a book from the list that highlights a sound your child is working on. When reading the book, emphasize your own production of the sound. If your child is able to make the sound, encourage them to repeat back words to use the sound in words to describe what happens in the book.
 5. [Word Lists By Sound](#)
 6. CVCVCV Words- <https://quizlet.com/10751832/kaufman-cvcvcv-flash-cards/>
 7. CV, VC, CVC, CVCV Words- <https://www.speechandlanguagekids.com/articulation-cards-cv-vc-cvc-cvcv/>
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Expressive and Receptive Language

1. **I Spy (concepts):** Play “I Spy” by using descriptions of items (e.g., “I spy something **big**.”). Start with one descriptor at a time. If your child is successful, add more descriptors to include 2-3 at a time (e.g., “I spy something **big, brown, and soft**.” It’s the couch!).
2. **Scavenger Hunt (prepositions, following directions):** Hide small items around a room and give your child simple directions to find them using prepositions (e.g., “Look **under** a pillow.” “Is there something **on** a chair?”). If your child is successful, try to include more steps (e.g., “First make a silly face, then find something **under** the rug.”).

3. **Books:**
 - a. Use books to teach vocabulary. Have your child point to items that you label.
 - b. Use books to work on following directions. Give your child 2 step directions (e.g., Point to the monkey then point to the giraffe.)
 - c. Use books as a description/labeling activity. Describe an animal then have your child name it. (e.g., Tell me the animal on this page that is big, grey and has a trunk.)
 4. **Pretend Play:** Use motivating toys (e.g., stuffed animals, action figures) to engage your child in pretend play activities. Continually model language to narrate your actions and your child's actions while playing (e.g., "The elephant is eating the tree."). Re-cast your child's language to include more details (e.g., If your child says, "Car go," you could say, "The car goes fast!").
 5. **Go-Fish and Memory:** Great ways to work on describing and grammar! When playing Memory, have your child use a complete sentence to describe their match. Use a deck of cards for Go-Fish that can provide opportunities for more language. E.g., animals cards: Do you have something that swims in a bowl?
 6. **Following Directions:**
<https://www.speakingofspeech.com/material/detailed-view/5ce55522c981cb1b7a0ecca2>
 7. **Vocabulary:** Discuss similarities and differences between various vocabulary words or concepts in everyday life. i.e., compare characters in a movie, discuss similarities/differences between cereals at breakfast, compare toy cars, stuffed animals, etc.
 8. **More Vocabulary:** Categorize items in everyday life. For example, when unloading groceries after a trip to the grocery store, ask your child to find all the "fruits". Or when playing with stuffed animals, ask them to find all the animals that can fly.
 9. **Storytelling:** Use photographs of familiar people and places, and retell what happened or make up a new story.
 10. **Sequencing:**
 - a. Milo sequencing ipad application: after putting the pictures in order, have your child narrate each step with a sentence
 - b. <https://www.speakingofspeech.com/material/detailed-view/5ce81e623badd223f3108bab>
 - c. **Books:** Have your child retell events after reading a simple story. You can turn to pages that are important and have them tell a sentence about it. "First, they built a snowman." "Then, they put a hat on the snowman." "Last, they won the snowman contest."
 - d. Have your child teach you how to do something! Pretend to be clueless ("How do I brush my teeth? I forget!") and make sure you make it silly. If your child uses non-specific words (e.g., "Put it on") then make mistakes on purpose (e.g., put the toothbrush on top of your head and ask "Is this right?") until they use specific vocabulary.
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Social Skills

1. **Turn-taking games:** Play a simple, turn-taking board game. Prompt your child to wait their turn appropriately, label whose turn it is (e.g., "My turn," "Daddy's turn."), and comment about actions (e.g., "I got green!").
2. **Practice greetings and farewells**

- 3. Talk about feelings:** Using books, videos, or real life situations, label or ask your child to label the emotions they notice. You might also explain *why* the person or character is feeling that way (e.g., “She feels sad because her toy broke.”)
 - 4. On-Topic Conversation:** Choose, or let your child choose, a conversation topic and require them to stay on-topic for several exchanges. You should ask questions and encourage your child to ask you questions, as well as make comments about responses.
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Early Communication

- 1. Simon Says:** A good way to work on following simple directions (e.g., “Clap your hands,” “Touch your feet”) or imitating movements.
- 2. Books:** Use stories for language development by labeling pictures and asking your child to find target vocabulary (e.g., “Where is the elephant?”)
- 3. Communication Opportunities:** Manipulate your child’s environment to set up opportunities for communication. Keep desired items out of reach so that they have to ask for them. Put lids on as tightly as possible so they have to ask for help.
- 4. Making choices:** Almost any activity throughout your daily schedule provides opportunities for your child to make a choice. When getting dressed, you can hold up two shirts and ask your child to choose one. At breakfast, allow your child to make a choice for food. Do this even if you know what they are going to choose. When playing with play-doh, your child can choose which color they want. For non-verbal communicators, the child should point to their preference. With AAC or verbal communicators, require your child to use at least one-word to indicate their choice or combine words (e.g., “I want ____”).
 - “Do you want milk or juice?”
 - “We have a green cup and a blue cup. Let me know which one you want.”
 - “Do you want me to throw the ball high or low?”
 - “Do you want to put on your shirt or your pants first?”
 - “You can have hot or cold rice. Let me know which you want.”
- 5. Core Words:** https://www.aacandautism.com/assets/uploads/Core_Word_of_the_Week.pdf
- 6. Songs:** Sing familiar and favorite songs with your child, pausing to allow them to “fill-in-the-blank” for lyrics. For example:
 - Parent: Old McDonald had a farm, E-I-E-I...
 - Child: O!
 - Parent: And on that farm he had a...
 - Child: Chicken
 - Parent: E-I-E-I-O
- 7. Eye contact/Joint Attention:** Sit your child in front of you so that you meet eye-to-eye. Gently pull both of your child’s hands toward your eyes to orient his gaze to your face. Next, use the child’s hands to cover your eyes. Quickly follow this by covering your child’s eyes with your hands. Switch back and forth several times, as a fun turn-taking activity. Try it with a blanket by hiding yourself or your child underneath. When the blanket is pulled off, make eye contact, give a big smile, and say something like, “I found you!” “There you are!”