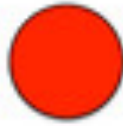


big



medium



small



tiny



tall



short

SIZE SCAVENGER HUNT



Equipment needed:

- None

How to Play:

1. Ask your child if they know any other words for big and small.
2. Introduce the 2 new target words for big and small to be used in activity (large and huge, and tiny and little). Ask your child to repeat the words each time you say them.
3. Now that your child has been introduced to the new words for 'big' and 'small', tell your child that you are going on a scavenger hunt – this can be around your house or on a walk around your neighborhood.
4. Encourage your child to describe the size of different objects you see or find using the target sentence 'I found a (size word) (object) e.g. 'I found a huge stick'.

How to make it easier:

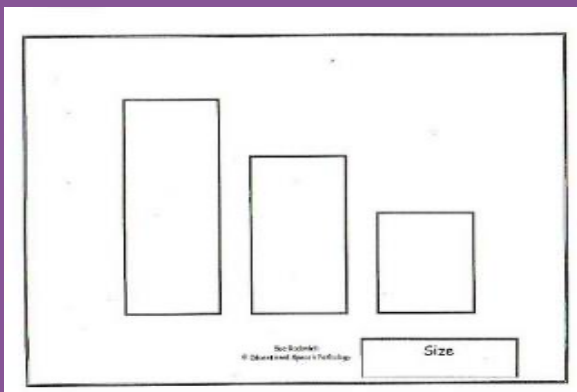
If your child is having difficulty with this activity, model the target sentence and ask your child to repeat it. Ensure they are repeating the sentence using the correct grammar e.g. some children may say 'I find a huge lounge', say the target sentence again 'I found a huge lounge' and ask them to repeat it.

How to make it harder:

To make this activity more difficult for your child, introduce more target size words e.g. short, mini, giant, tall, long.

Why it is Beneficial for your child:

This is beneficial for your child as it is building their vocabulary and ability to use adjectives in their speaking. It also encourages your child to speak in full sentences instead of producing one-word utterances or answers.



Your Partners in Health & Learning



VERB CHARADES

Equipment needed:

- Verb flash cards (you can also write verbs on a piece of paper and cut them up)

How to Play:

1. Talk to your child about different verbs/movement people can do with their body. Ask your child if they can tell you any verbs/movement words they know.
2. Brainstorm some verbs/action words that we do everyday and talk about different times we do them e.g. 'brushing – we do this when we brush our teeth or hair'
3. Take turns to pick up verb/movement card and act out the verb on the card.
4. The person who is guessing is required to make their guess using a full sentence e.g. 'I think the verb/movement you are doing is ____ (walking)'.
'brushing – we do this when we brush our teeth or hair'
5. Once the player has guessed the correct verb, swap roles.
6. Continue until all verb cards have been acted out.

How to make it easier:

To make this activity easier, talk about different verbs and times/activities that we do these movements before beginning activity.

How to make it harder:

To make this activity harder, ask your child to explain a time or activity they do this movement/verb. E.g. 'I run when I play tips with my friends'.

Why it is Beneficial for your child:

This activity is building your child's vocabulary so they can communicate about different events by combining words to make sentences.

- Verb list examples:
- Drawing
 - Walking
 - Running
 - Jumping
 - Skipping
 - Swimming
 - Hopping
 - Listening
 - Waving
 - Stomping
 - Sliding
 - Sipping
 - Wiggling

*Your Partners in
Health & Learning*