



# SIZE AND TEXTURE SCAVENGER HUNT



Equipment needed:  
• None

## How to Play:

1. Ask your child to tell you as many size and texture words they can. If they are having difficulty with this, you can help them by brainstorming some words with them.
2. Tell your child that you are going on a scavenger hunt – this can be around your house or on a walk around your neighborhood.
3. Encourage your child to describe the size and texture of different objects they see or find using the target sentence 'I found a (size word) (texture) (object) e.g. 'I found a long, rough stick'.

## Size word examples: Texture word

- |             |           |
|-------------|-----------|
| • Tall      | examples: |
| • Humungous | • Soft    |
| • Little    | • Hard    |
| • Tiny      | • Rough   |
| • Mini      | • Smooth  |
| • Enormous  | • Wet     |
| • Short     | • Dry     |
| • Little    | • Sharp   |
| • Huge      | • Spikey  |
| • Massive   | • Sticky  |

## 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 and texture words e.g. short, mini, giant, tall, long or spikey, hard, rough, soft, fuzzy.

## 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.

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## LISTEN AND DRAW



### Equipment needed:

- Blank paper
- Pencil
- List of instructions (attached)
- Box worksheet (attached) – If you are unable to print the worksheet, you can copy and draw it for your child.

### How to Play:

1. Begin by explaining that when instructions contain 'before' in the middle, there are two things that need to be done in the order that we hear them. (e.g Touch your ears before you touch your nose).
2. Read out the instructions from the list below and explain to the child that they will need to listen carefully to make sure they are following the steps correctly.
3. You may need to have your own copy of the worksheet to provide a visual representation of the instructions.

### How to make it easier:

Allow a brief pause between directions to provide time for the child to process the information, e.g. "Draw a circle in box 1 (pause) before you draw a sun in box 2". Ask the child to repeat the instruction before drawing anything and break down each step if needed.

### How to make it harder:

1. Use 'before' in a different position and explain that when 'before' is at the beginning, we do the actions in the opposite order. E.g. "Before you touch your ears, touch your nose".

### Why it is beneficial for your child:

This activity is beneficial for your child as children can improve their knowledge and awareness of letter-sounds in words which is critical in learning to read.

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## LISTEN AND DRAW INSTRUCTIONS

### List of instructions:

1. Draw a circle in box 1 before you draw a sun in box 2.
2. Draw a triangle in box 3 before you draw a tree in box 4.
3. Draw an apple in box 5 before you draw a square in box 6.
4. Draw a car in box 7 before you draw a dog in box 8.
5. Draw a house in box 9 before you draw yourself in box 10.

### List of instructions (harder):

1. Before you draw an ice cream in box 2, draw a cat
2. in box 1.
3. Before you draw a cloud in box 4, draw a bird in box 3.
4. Before you draw a book in box 6, draw a bed in box 5.
5. Before you draw a ball in box 8, draw a sandwich in box 7.
6. Before you draw a smiley face in box 10, draw a lunchbox in box 9.

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# Following Instructions

1	2	3	10
4	5	6	
7	8	9	