

# PLAY-BASED SPEECH THERAPY HOMEWORK

CREATED BY: DEANA KAHLENBERG



**LANGUAGE HOMEWORK: BALL**  
This activity focuses on the following speech and language skills: understanding prepositions (on/off), naming/identifying vocabulary if using a picture.

**LANGUAGE HOMEWORK: BUBBLES**  
This activity focuses on the following speech and language skills: requesting more, continuing the conversation, and sounds.

**SPEECH & LANGUAGE HOMEWORK**  
This activity focuses on the following speech and language skills: naming colors, requesting, and naming colors.

**SPEECH & LANGUAGE HOMEWORK**  
This activity focuses on the following speech and language skills: naming letters, colors, animals, and objects.

**SPEECH & LANGUAGE HOMEWORK**  
This activity focuses on the following speech and language skills: naming and identifying vocabulary, understanding prepositions, and using play tools.

**SPEECH & LANGUAGE HOMEWORK: MR. POTATO HEAD**  
This activity focuses on the following speech and language skills: naming body parts, using prepositions, and using play tools.

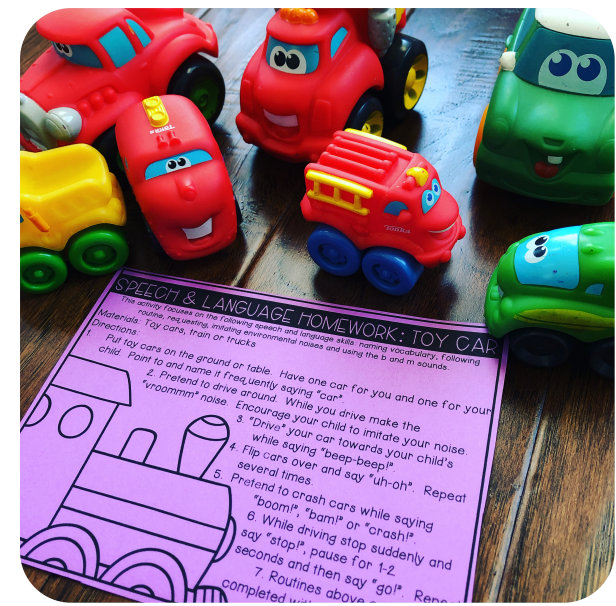
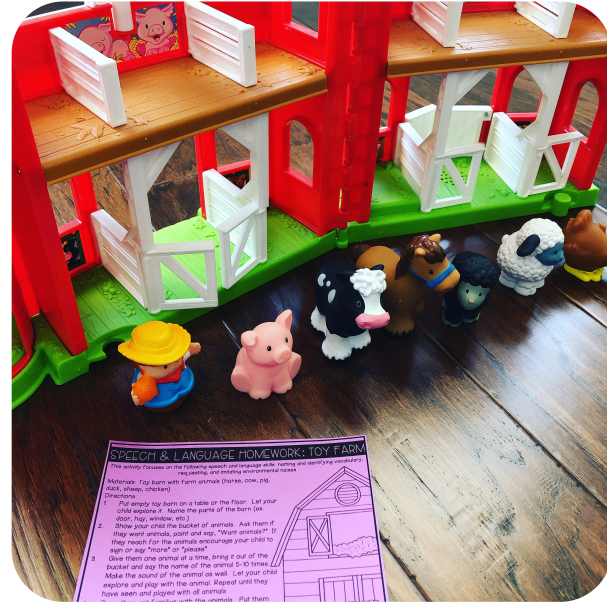


# PLAY-BASED SPEECH THERAPY

These cards/activities were created for play-based speech and language therapy. I often have parents ask for ways to practice language at home with their children and since therapy is often carried out with toys or engaging games, I created these cards to hand out to parents. I hand out one card per week (or every other week depending on the needs of the family) for parents to work on goals at home. I suggest explaining directions and talking to your parents to get an understanding of the toys they have access to at home in order to modify the materials slightly if needed. You can print pages 2 or 4 per page to make them smaller. A homework cover page/parent letter is included if you'd like to turn activities into a booklet for parents.

# EXAMPLES

I print the cards on color cardstock or copy paper to make them more engaging.



# SPEECH & LANGUAGE HOMEWORK

Dear Parent,

The following activities were created for practice of speech and language goals using toys for young children. Activities include materials and suggested directions. All activities can be modified depending on the needs of your child. Please don't hesitate to ask your child's therapist for other suggestions or help modifying activities/materials. While most activities may seem like "play", they are fostering great expressive and receptive language with your little one! Activities are very structured, feel free to offer less structure as you see fit. It's important to note there is no "right way" to play, these are simply ideas to encourage language development. Anytime your child imitates your play be sure to clap and reward them to encourage them to continue. Happy playing!



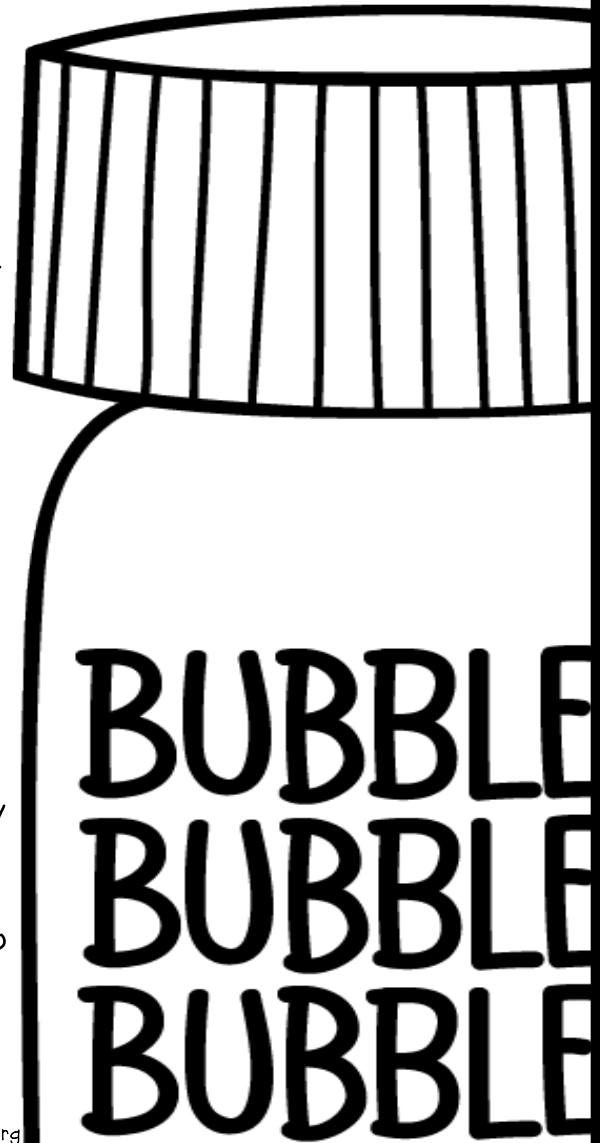
# SPEECH & LANGUAGE HOMEWORK: BUBBLES

This activity focuses on the following speech and language skills: joint attention, requesting more, using the b, m, g, p, w sounds, following routine, imitating words and sounds.

Materials: Bottle of bubbles with wand

Directions:

1. Show your child the bottle of bubbles.  
Practice saying or signing “open” and “bubble”.  
Encourage your child to imitate your words.
2. Once you have the bubbles open, dip the stick into the solution and hold it up. Say “Ready, Set, Go!” After practicing a few times, pause before “go” and encourage your child to say “go!”.
3. Blow bubbles. Say “wow” as they fall.
4. When bubbles land start popping them and say “pop!” each time.
5. Before the next round of bubbles ask “more?”  
Encourage your child to say or sign “more”.
6. Repeat steps 2-5.



# SPEECH & LANGUAGE HOMEWORK: BOOKS

This activity focuses on the following speech and language skills: naming and identifying vocabulary, following routine, answering WH- questions and emergent literacy skills.



Materials: Simple pictures books with one picture/word per page (First Words books are great to use for this activity)

Directions:

1. Show your child the book. Practice saying "book" and "open".
2. Look at each page slowly. Point to and name the title, author, front and back of the book.
3. Point to one picture at a time, say the name of the object. Repeat the name 5-10 times while pointing to it. Encourage your child to point to the picture while you name it. Track print as you read.
4. Once your child becomes familiar with the book ask them to point to the pictures, say "Where is \_\_?".
5. Repeat.

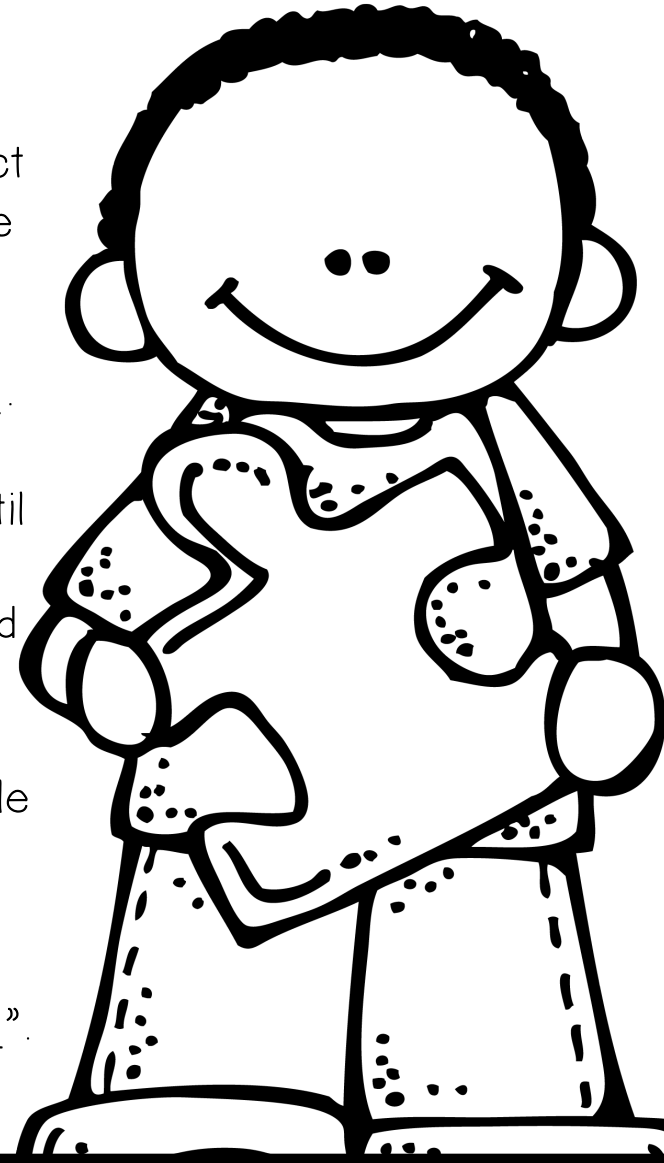
# SPEECH & LANGUAGE HOMEWORK: PUZZLES

This activity focuses on the following speech and language skills: naming and identifying vocabulary, following routine, requesting, and following 1 or 2 step directions.

Materials: Simple peg puzzles

Directions:

1. Show your child the puzzle. Name each animal/object on the puzzle. You can also say the noises they make too.
2. Take the pieces off and give them to your child.
3. Ask for each item from your child, say "I want \_\_\_\_\_. \_\_\_\_\_ please!". If they have trouble picking it out, point to it and show them your open hand. Repeat until you have put all the pieces back on the puzzle.
4. Switch roles, you keep the pieces and have your child request either using the name of the piece or by signing "more"/"please".
5. An alternative goal could be to give your child a puzzle piece followed by the command "put on", you may need to gesture where the piece should go.
6. If your child is ready for 2-step directions, put two puzzle pieces out and say, "Put on \_\_ then put on \_\_". You may need to point or use gestures as needed.



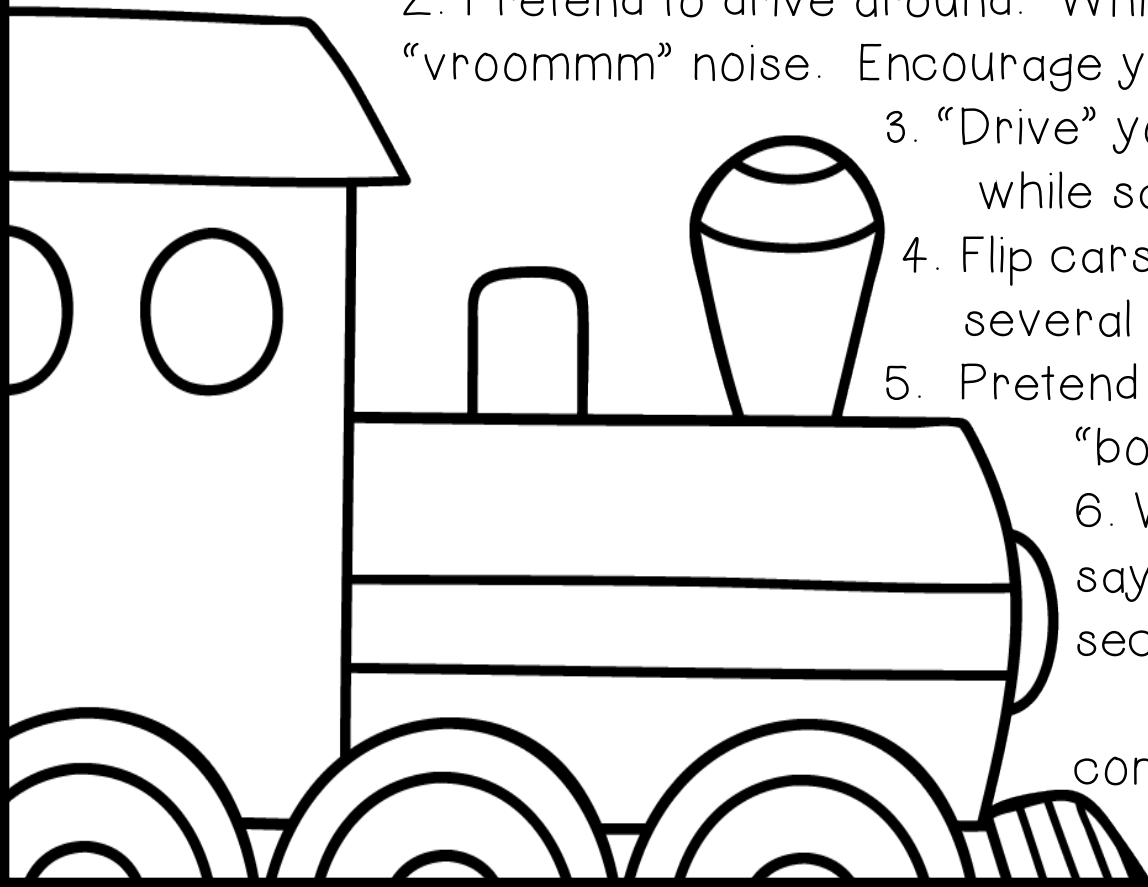
# SPEECH & LANGUAGE HOMEWORK: TOY CAR

This activity focuses on the following speech and language skills: naming vocabulary, following routine, requesting, imitating environmental noises and using the b and m sounds.

Materials: Toy cars, train or trucks

Directions:

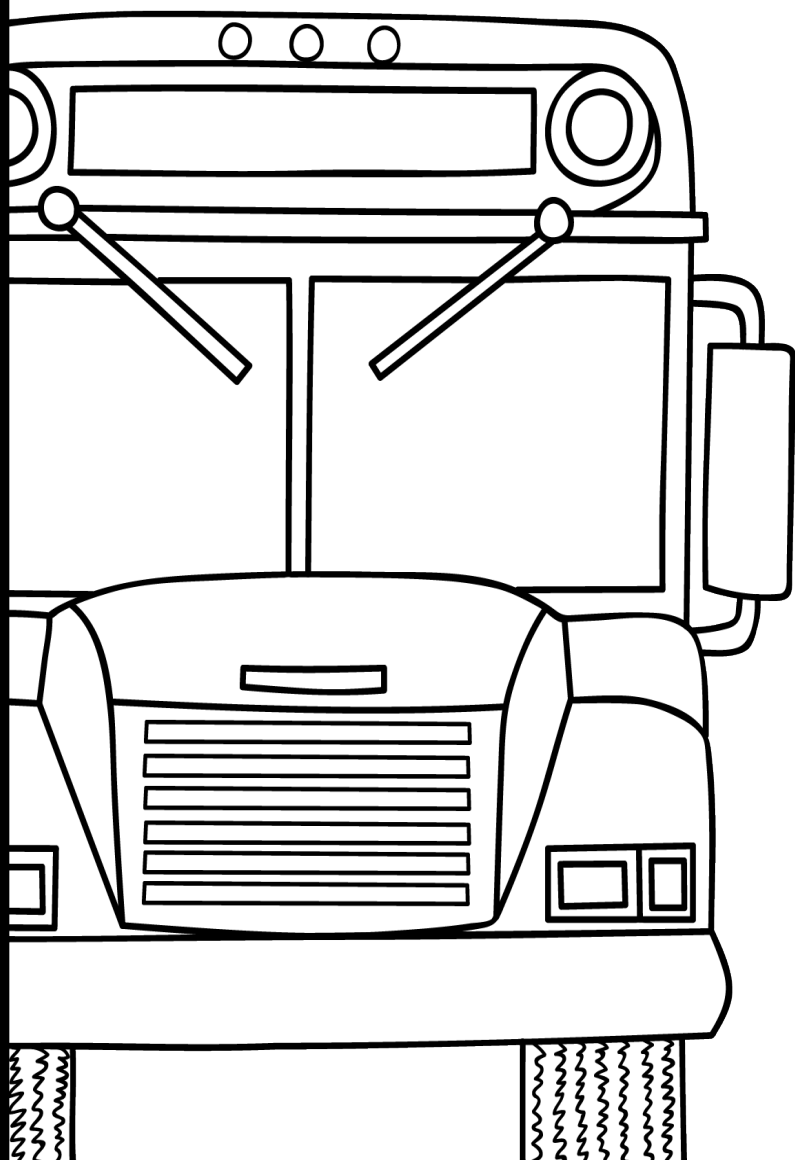
1. Put toy cars on the ground or table. Have one car for you and one for your child. Point to and name it frequently saying "car".
2. Pretend to drive around. While you drive make the "vroommm" noise. Encourage your child to imitate your noise.
3. "Drive" your car towards your child's while saying "beep-beep!".
4. Flip cars over and say "uh-oh". Repeat several times.
5. Pretend to crash cars while saying "boom!", "bam!" or "crash!".
6. While driving stop suddenly and say "stop!", pause for 1-2 seconds and then say "go!". Repeat
7. Routines above can be completed with other vehicles, modify sounds as needed.





# SPEECH & LANGUAGE HOMEWORK: TOY BUS

This activity focuses on the following speech and language skills: naming vocabulary, following routine, requesting, imitating environmental noises, and imitating gestures.



Materials: Toy bus with people figurines

Directions:

1. Put empty toy bus on a table or the floor. Let your child explore it. Name the parts of the bus (ex. door, wheels, window, seats, etc.)
2. Ask your child if they want people, say "People?". If they reach for people encourage your child to sign or say "more" or "please".
3. Have the figure walk to the bus, say "walk, walk, walk!". When the figure gets to the door say, "open!" Have your child open the door or model for them.
4. Have the figure walk up the stairs, say "up, up, up!". When the figure gets to a seat say "sit down!".
5. Repeat 3-4 times so your child learns the routine.
6. Let your child attempt to copy the routine. If they need help or seem to get stuck ask "help?" with your hand out. If they put the figure in your hand for help encourage them to sign "please" or say "help". Repeat.
7. Sing "Wheels on the Bus" with gestures when all the people are on the bus.

# SPEECH & LANGUAGE HOMEWORK: TOY FARM

This activity focuses on the following speech and language skills: naming and identifying vocabulary, requesting, and imitating environmental noises.

Materials: Toy barn with farm animals (horse, cow, pig, duck, sheep, chicken)

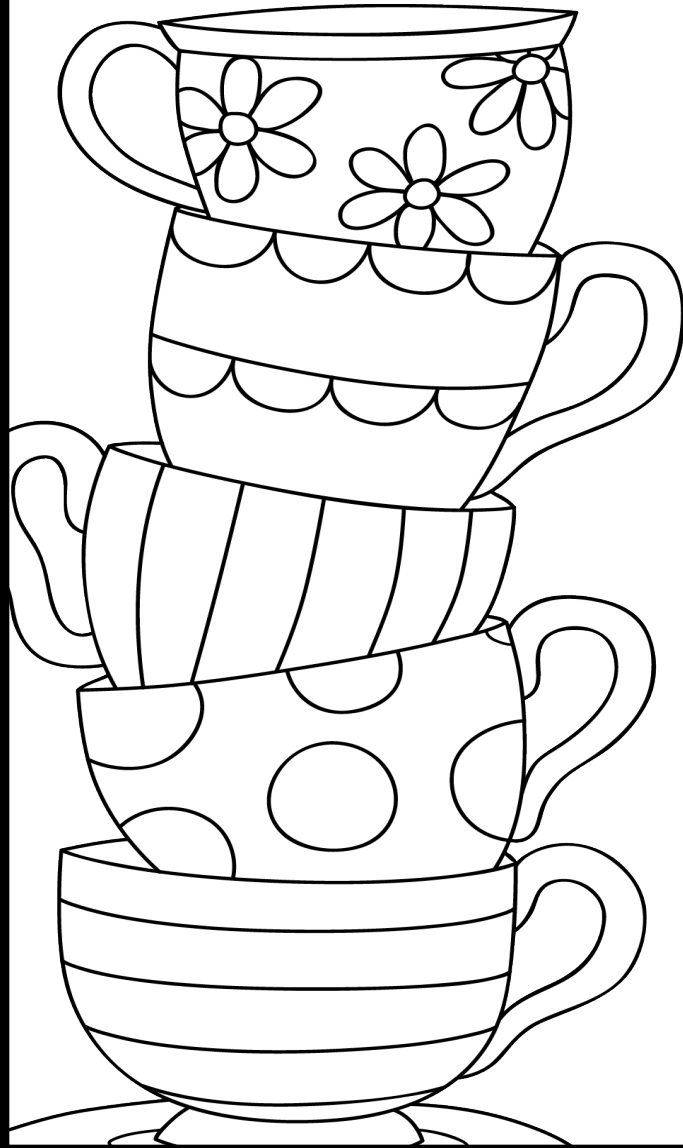
Directions:

1. Put empty toy barn on a table or the floor. Let your child explore it. Name the parts of the barn (ex. door, hay, window, etc.)
2. Show your child the bucket of animals. Ask them if they want animals, point and say, "Want animals?". If they reach for the animals encourage your child to sign or say "more" or "please".
3. Give them one animal at a time, bring it out of the bucket and say the name of the animal 5-10 times. Make the sound of the animal as well. Let your child explore and play with the animal. Repeat until they have seen and played with all animals.
4. Once they get familiar with the animals. Put them out on a table in groups of 2-5 and ask "Where is \_\_\_?" "Give me \_\_\_" to see if they can identify the correct animals from a group.



# SPEECH & LANGUAGE HOMEWORK: STACKING CUPS

This activity focuses on the following speech and language skills: following routine, imitating words, naming and identifying colors, and basic concepts (up/down, in/out).



Materials: stacking cups/blocks, toy cars/figurines/blocks

Directions:

1. Show your child how to stack the cups.
2. Each time you stack say "on". Encourage your child to imitate "on". Repeat while taking them "off". Stop halfway through and take one off, ask your child by saying "off?". If they shake their head or indicate "no" say "no, on!".
3. Practice stacking them on and taking them off while vocalizing. You could also drive toy cars "up" and "down" the tower.
4. If your cups are different colors say the name of the color as you stack them "on" or "off". Ask your child to identify the color by asking "Where is the \_\_ cup?" or simply "Where is (color)?".
5. Flip all the cups over and give your child something small to put in the cups (toy cars/blocks, figures).
6. Say "in" when he puts in each toy figure. Say "out" when he takes them out. Encourage him to imitate.
7. Repeat.

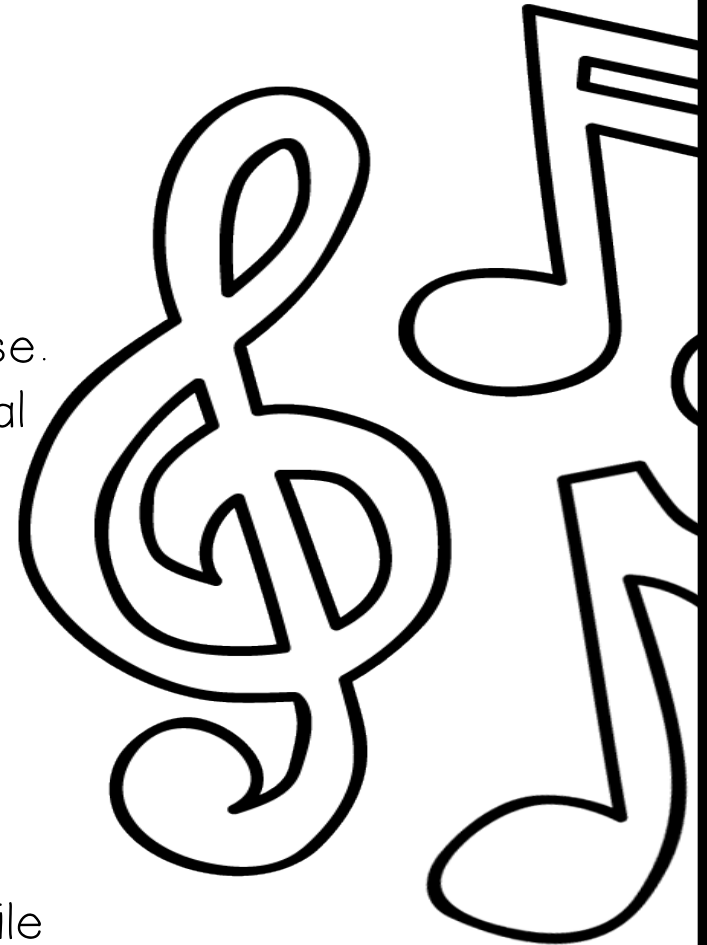
# SPEECH & LANGUAGE HOMEWORK: SONGS

This activity focuses on the following speech and language skills: imitating words/sounds/gestures and following routine.

Materials: Any simple song on CD/Video/YouTube or you can sing them independently

Directions:

1. I enjoy listening to Super Simple Songs on YouTube for younger kids but you could also sing the songs without the help of a CD or video.
2. Make up movements for each song you choose. Model those movements with your child several times while singing, encouraging them to copy your movements.
3. Recommended songs: Wheels on the Bus, Old MacDonald Had a Farm, Itsy Bitsy Spider, 5 Little Monkeys Jumping on the Bed.
4. If you have toys or figures that go with the songs (ex: toy bus for wheels on the bus) you can take them out and practice using them while singing.



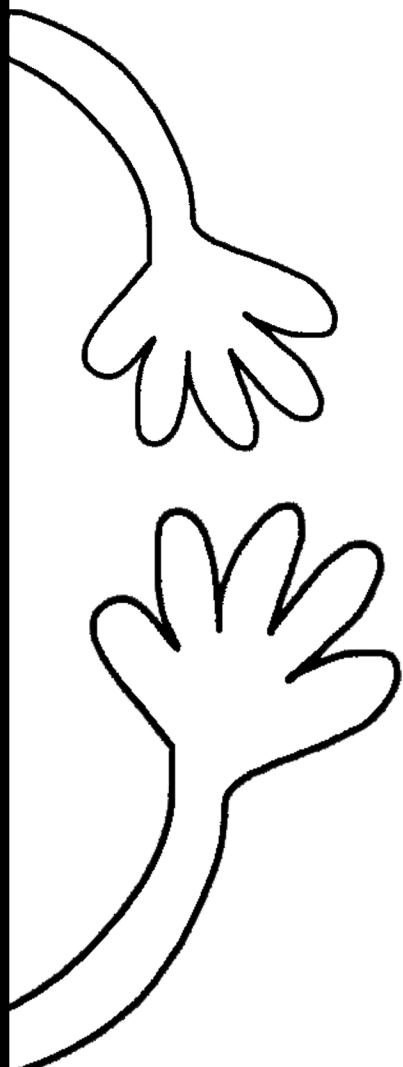
# SPEECH & LANGUAGE HOMEWORK: MR. POTATO HEAD

This activity focuses on the following speech and language skills: naming vocabulary, requesting, imitating 1-2 word phrases, basic concepts (on/off), and basic verbs.

Materials: Mr. Potato Head with body pieces, box

Directions:

1. Put Mr. Potato Head and pieces in a box. Bring out body and ask your child "Tato?". (If your child is able to use/say potato then you can ask the full word, simplifying the word may be needed at first). Encourage them to imitate "tato" or request by saying/signing "more" or "please".
2. Bring out pieces one at a time and ask your child if they want them by pointing to and naming them 2-3 times, saying "Want \_\_?".
3. Encourage your child to sign or say "more" or "please" for each piece. If your child has mastered 1-2 word phrases encourage them to imitate or say "I want \_\_\_! \_\_\_ please!".
4. Once your child can name or identify the pieces well you can begin by encouraging 2 word phrases. Such as "hat please" or "green hat".
5. When the Mr. Potato Head is complete point to and name each body part again. Ask your child to identify the part on their body too, say "Show me your nose!" or "Where is your ear?".
6. Model simple verbs by having Mr. Potato Head "walk, sleep, jump or dance".



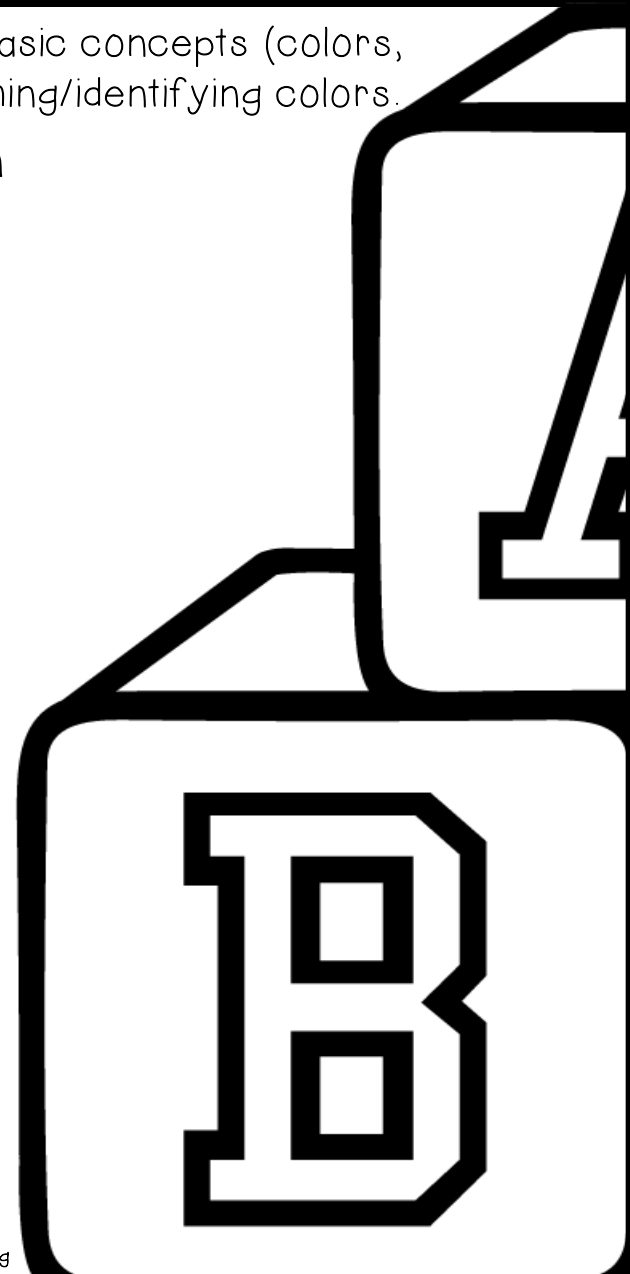
# SPEECH & LANGUAGE HOMEWORK: BLOCKS

This activity focuses on the following speech and language skills: basic concepts (colors, on/off, up/down), requesting, imaginative play, turn taking and naming/identifying colors.

Materials: blocks (toy cars/figures may also be used with blocks)

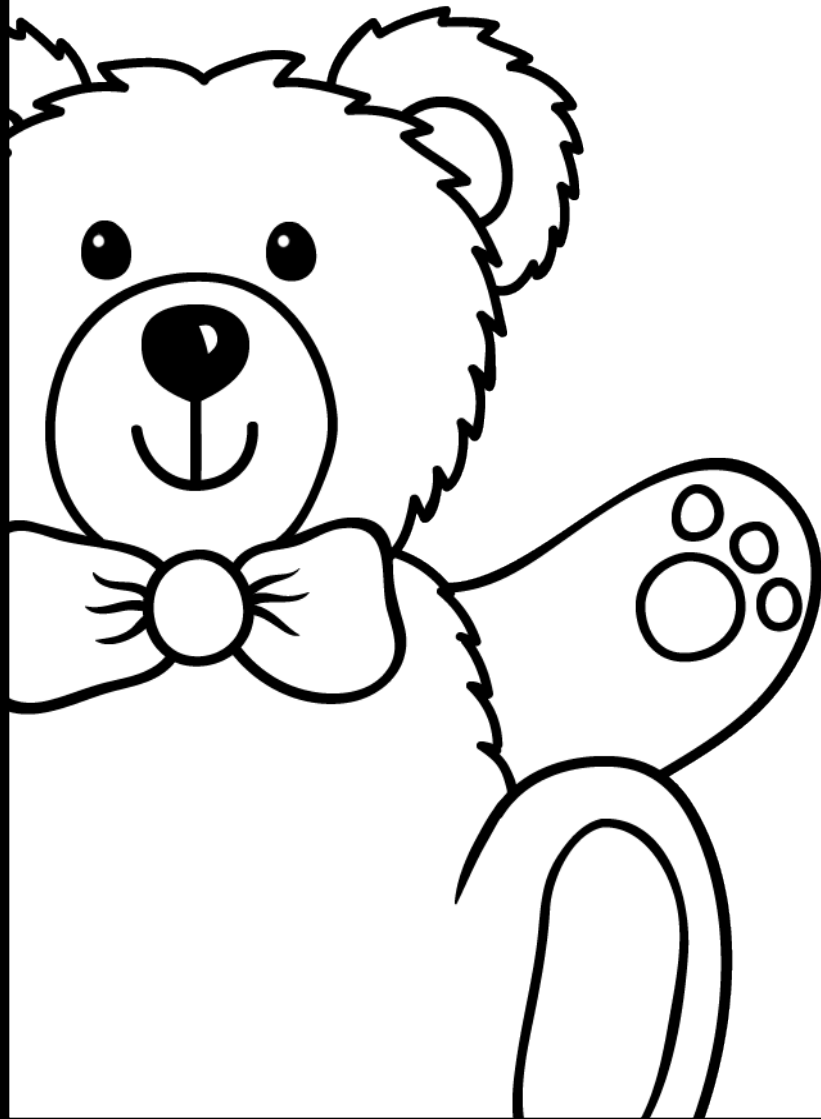
Directions:

1. Put blocks in a bucket. Have your child request blocks by saying/signing "more" or "please".
2. If your child is able to use 2-word phrases encourage them to name colors while playing or requesting, for example "Blue block or red block". Request your child give you blocks by saying the color. Ex. ("blue block please") with your hand out.
3. Stack blocks up while saying "up, up, up".
4. Take/knock blocks down by saying "down, down, down" or "crash!". Repeat.
5. Play make-believe when building. Build a bridge and have cars drive under/over it. Build a castle and have a king or queen live in it or walk around it.
6. Encourage your child to talk about what they are building or babble while playing.



# SPEECH & LANGUAGE HOMEWORK: TEDDY BEAR

This activity focuses on the following speech and language skills: imaginative play, self-directed play, naming and identifying vocabulary, understanding basic verbs, naming and identify body parts.



Materials: Teddy Bear or doll with care set (cup, spoon, blanket, brush, bowl, bottle, etc.)

Directions:

1. Put teddy bear on the table/floor. Let your child explore the bear.
2. Name body parts while pointing to them on the bear. Have your child identify body parts, ask "Where is his nose/eyes/ears?").
3. Use the care set to model feeding the bear, brushing the bear's hair, give the bear a bottle, putting the bear to sleep.
4. Encourage your child to imitate your routines. Say, "Bear is thirsty, give him a drink!" or "Bear is tired put him to sleep!"
5. Play can also be self-directed, encourage your child to pretend feeding themselves, brushing their hair or pretend drinking out of a cup.

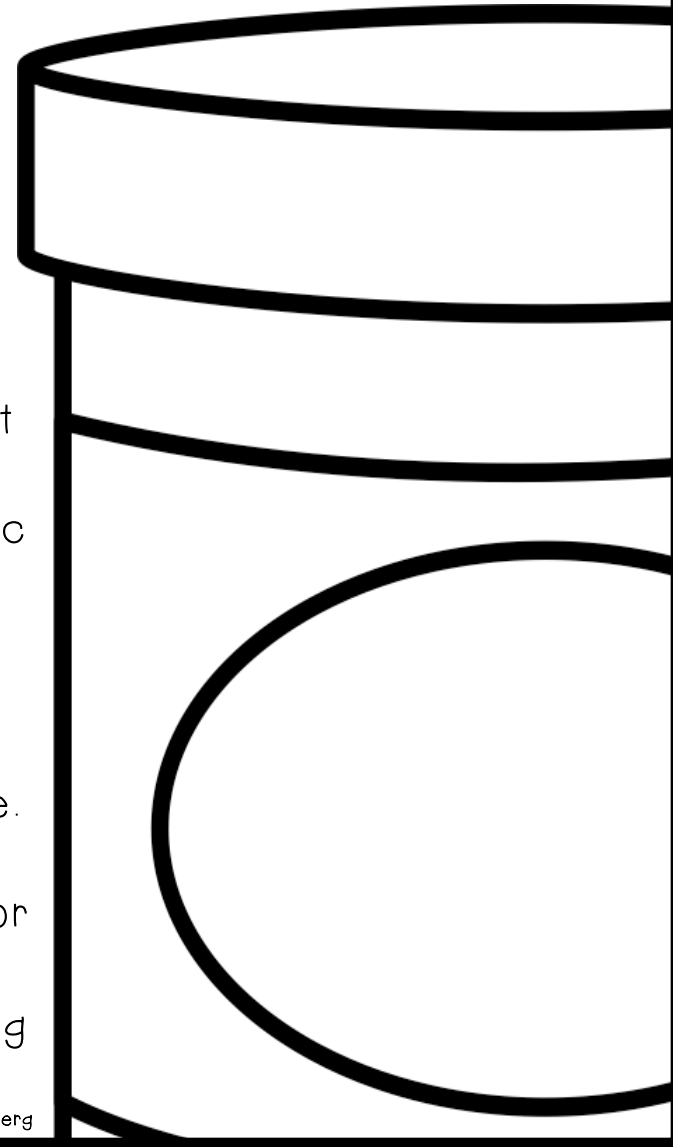
# SPEECH & LANGUAGE HOMEWORK: PLAYDOUGH

This activity focuses on the following speech and language skills: following routine, basic concepts (on/off), naming/identifying vocabulary if using a playdough mat, naming colors, and basic verbs.

Materials: Playdough, playdough mats/cutting tools

Directions:

1. Show your child different color tubs of playdough. Name the colors. Encourage your child to name the colors. Ask them which color they want. Encourage them to request by signing/saying "more" or "please".
2. If using a playdough mat, see mat for instructions. Ask your child's therapist about possible playdough mats that would be beneficial for your child.
3. Get the playdough out, practice acting out/modeling basic verbs (ex. roll, push, smash, cut, etc.) using the playdough.
4. Encourage your child to imitate your movements.
5. If using playdough tools you can create different objects/animals/people. Name each thing that you make.
6. If working on requesting give your child a little bit of playdough at a time in order to encourage them to say or sign "more".
7. Say and practice putting the playdough on/off the cutting tools.





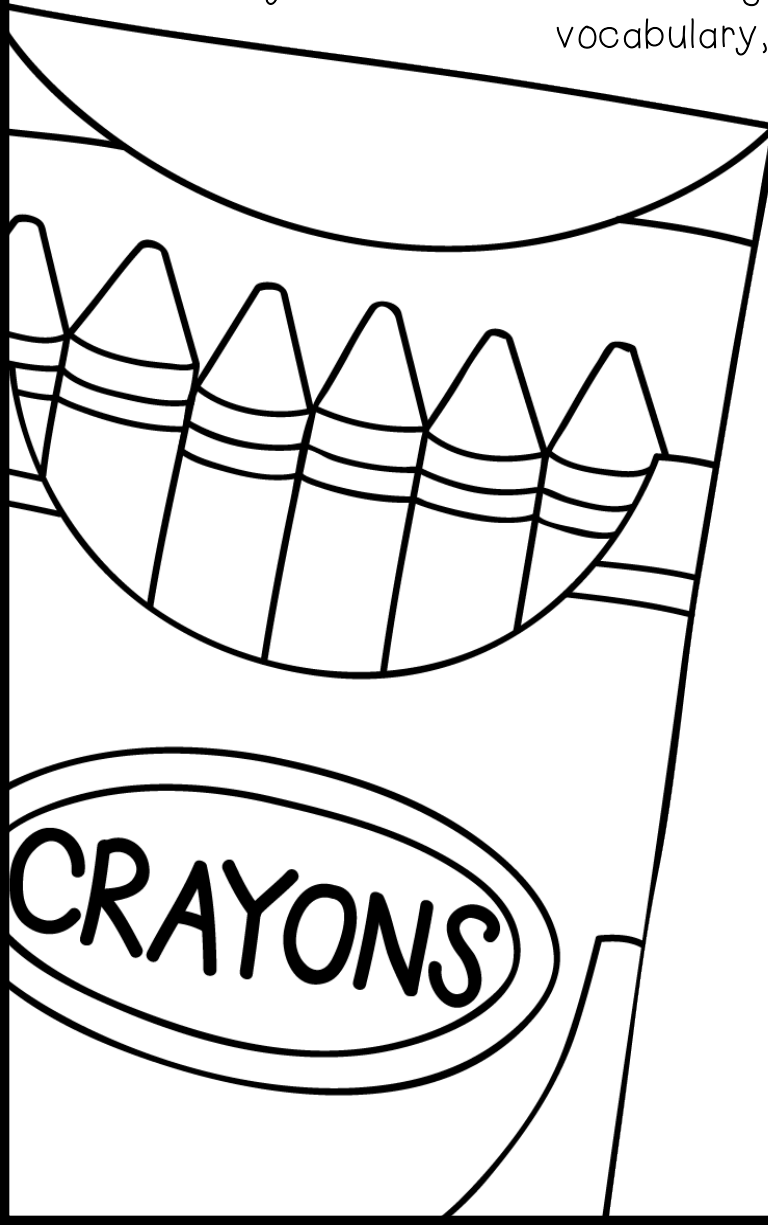
# SPEECH & LANGUAGE HOMEWORK: CRAYONS

This activity focuses on the following speech and language skills: naming vocabulary, identifying vocabulary, requesting, and naming colors.

Materials: coloring books (you may want to choose books that also offer academic practice of shapes, letters, colors, animals, etc.)

Directions:

1. Let your child explore and flip through the coloring book. Have them choose which page to color.
2. Show them the crayons. Name each color crayon. Encourage them to name the colors by asking "What color is that?" or identifying the colors by asking "Where is \_\_\_?".
3. Give your child one crayon at a time as they color. Encourage them to ask for "more" each time they want a new crayon. If working on 2-word phrases, encourage them to request certain colors, for example "more red" or "red please". Say it for them as needed to model how you want them to ask.
4. Practice naming and identifying pictures you see in the coloring books.



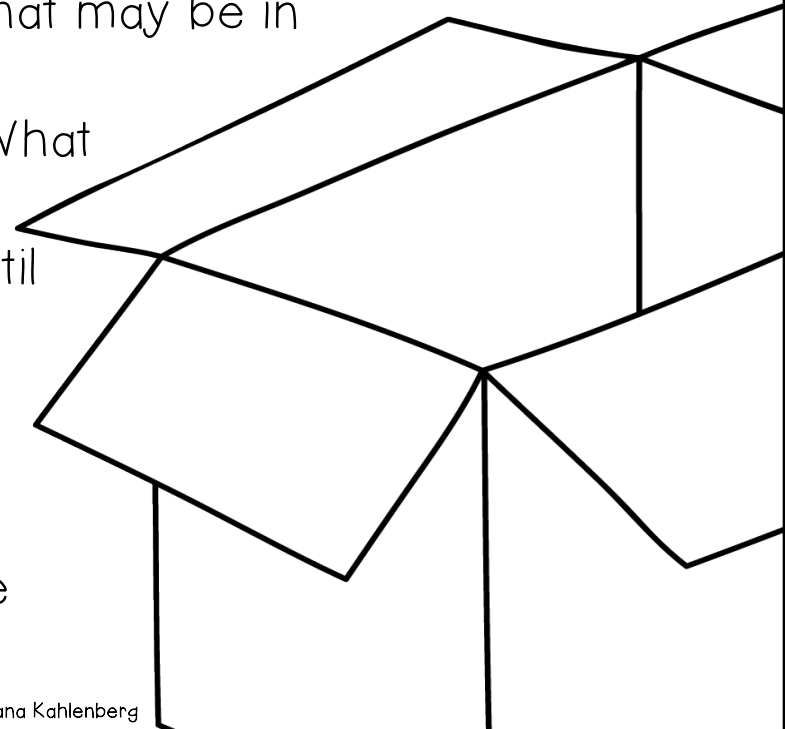
# SPEECH & LANGUAGE HOMEWORK: MYSTERY BOX

This activity focuses on the following speech and language skills: naming vocabulary, inferences, asking questions, identifying vocabulary, and using attributes/adjectives.

Materials: small figures (animals, people, objects), box with a lid that is not transparent

Directions:

1. Put a toy in the box. Close the lid tight.
2. Give your child the box, show them how to shake it, feel the weight and listen for noises it may make.
3. Encourage them to ask questions about what may be in the box.  
Ex. "Is it an animal?", "What color is it?", "What sound does it make?"
4. Give them clues about what is in the box until they guess the object. Ex. "It says moo.", "It is a red fruit".
5. Change the object and repeat. Once your child gets familiar with the routine, switch roles and allow them to hide an object in the box while you ask questions.



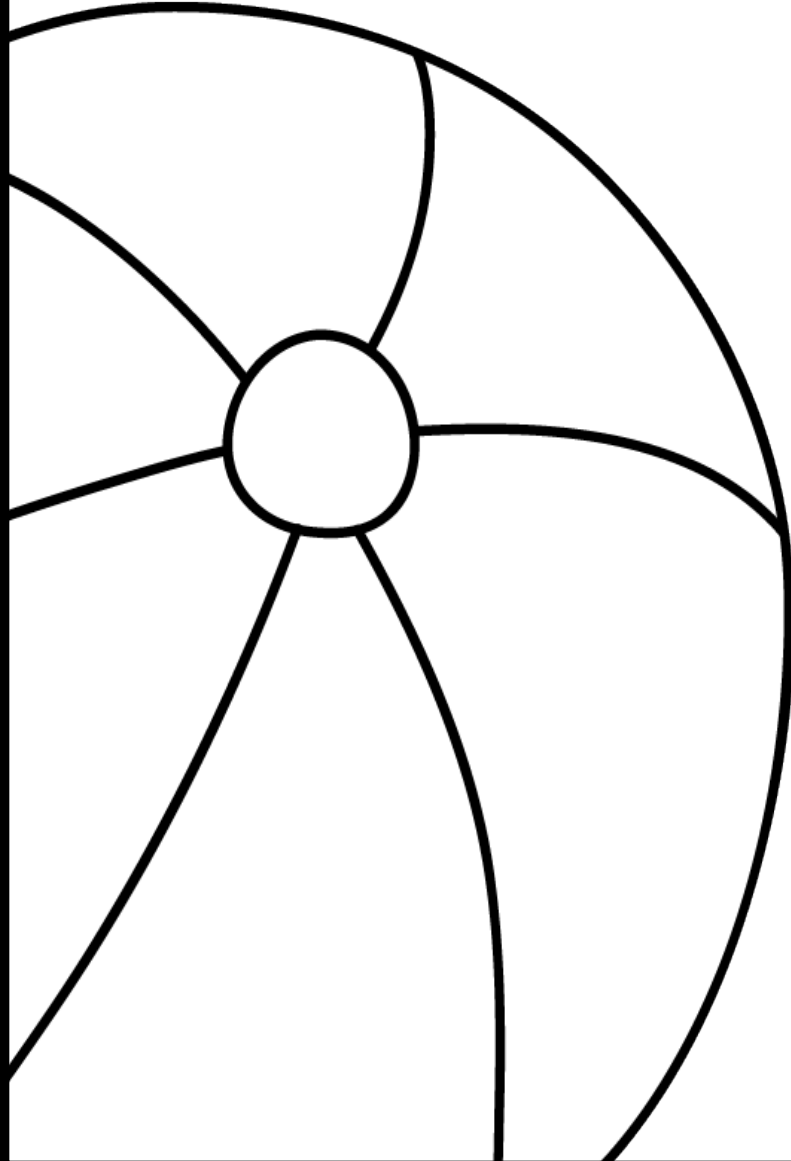
# SPEECH & LANGUAGE HOMEWORK: BALL

This activity focuses on the following speech and language skills: understanding prepositions (on/off/under/over/in/out), following directions, joint attention, taking turns, understanding verbs

Materials: toy ball, table, box

Directions:

1. Begin by taking turns throwing or rolling the ball back and forth. Observe your child's attention, how long can they continue the routine?
2. Challenge your child to put the ball on/off/under/over a table or in/out/behind/in front of a box.
3. Play with three or more people. Give directions of who to throw/roll the ball to. Ex. "Roll the ball to mommy!", "Roll the ball to daddy!".
4. Practice understanding verbs; "roll, throw, go, stop, kick, run".
5. Describe the ball. What does it feel like? What color is it? What can it do? Where can you find it?



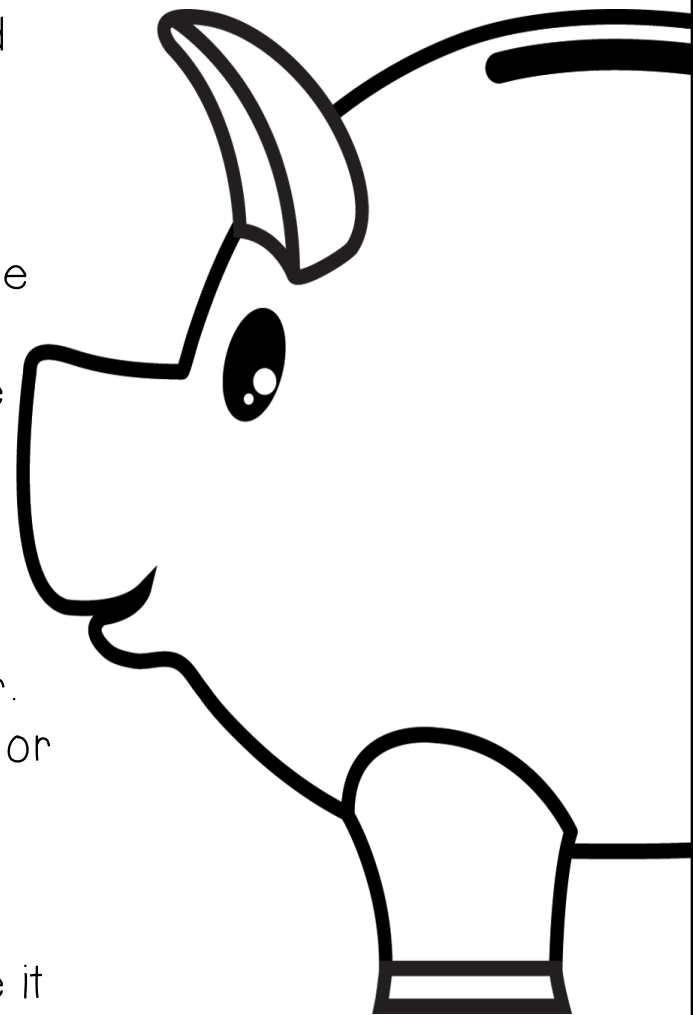
# SPEECH & LANGUAGE HOMEWORK: PIGGY BANK

This activity focuses on the following speech and language skills: understanding prepositions (on/off/under/over/in/out), following directions, joint attention, taking turns, naming/identifying colors, counting

Materials: toy piggy bank with coins

Directions:

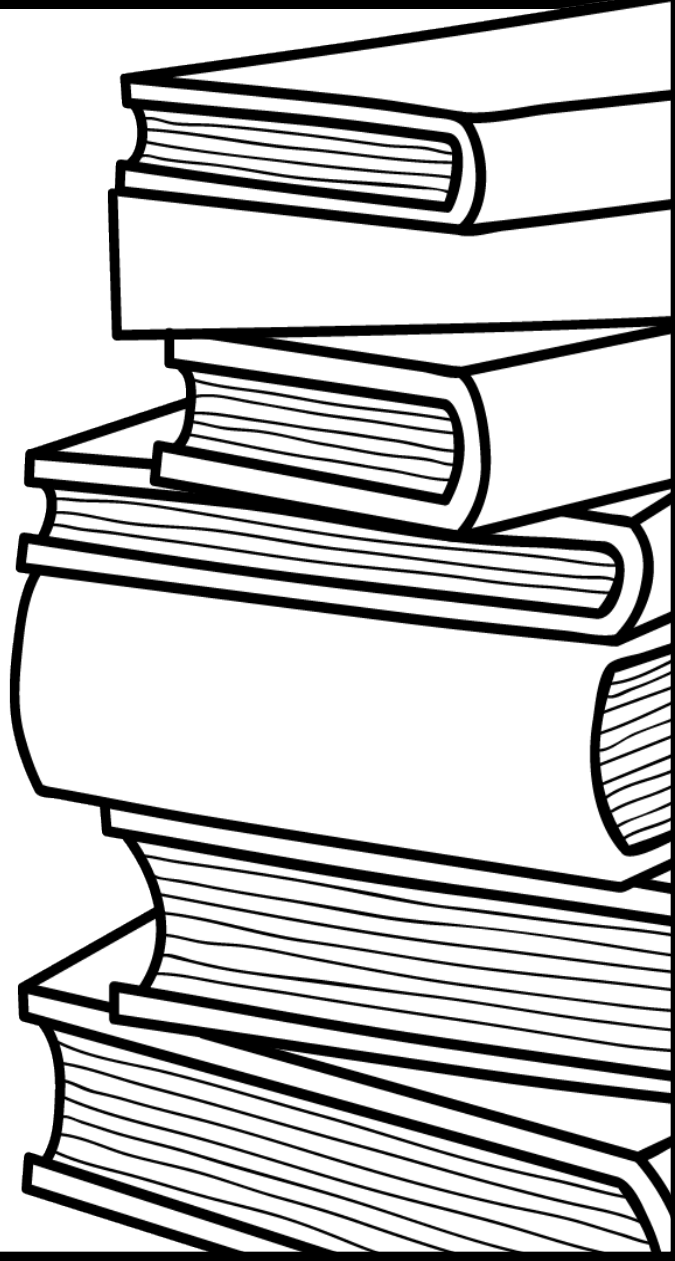
1. Begin by taking the coins out of the piggy bank and handing the bank to your child.
2. Explore the bank. Open the door, name the body parts (eyes, noes, ears, feet, tail). Challenge your child to find each body part by asking "Where is the \_\_\_?"
3. Show your child the coins. Put all the colors on the table, count the coins in a row while point to each one. Practice naming colors. Ask your child to find or point to each color.
4. Gather the coins and ask, "What color do you want?". Challenge your child to ask using the color. If this is too difficult encourage them to verbalize or point and ask with an open hand, palm up. Practice the phrase 'I want \_\_\_'. or "want \_\_\_".
5. Continue requesting coins and putting them in the bank. Practice using the words "put it in" and "take it out".



# SPEECH & LANGUAGE HOMEWORK

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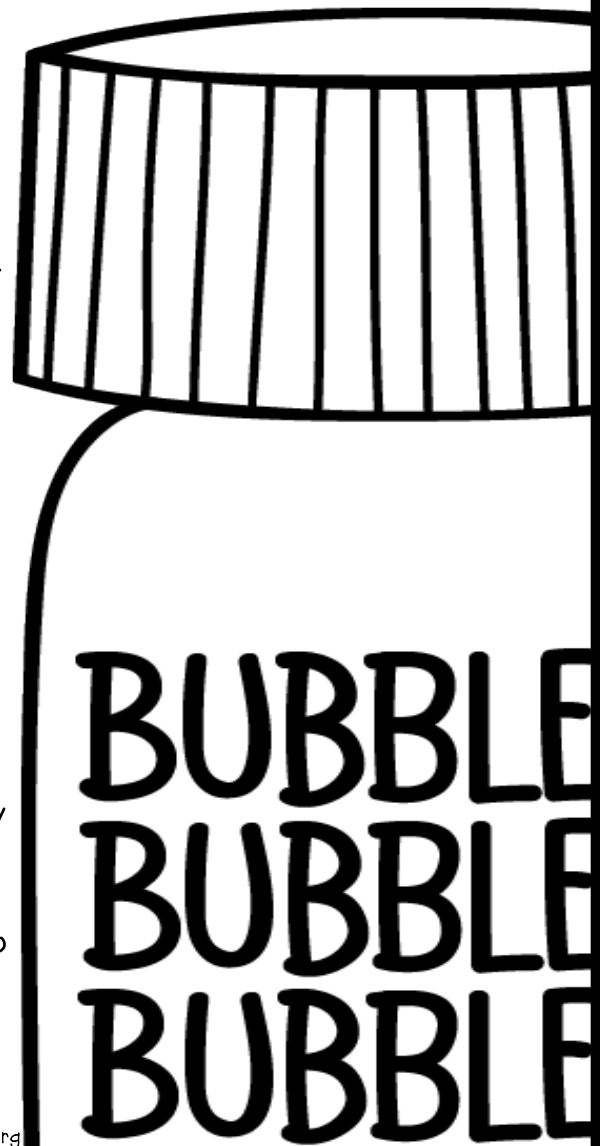
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Materials: Bottle of bubbles with wand

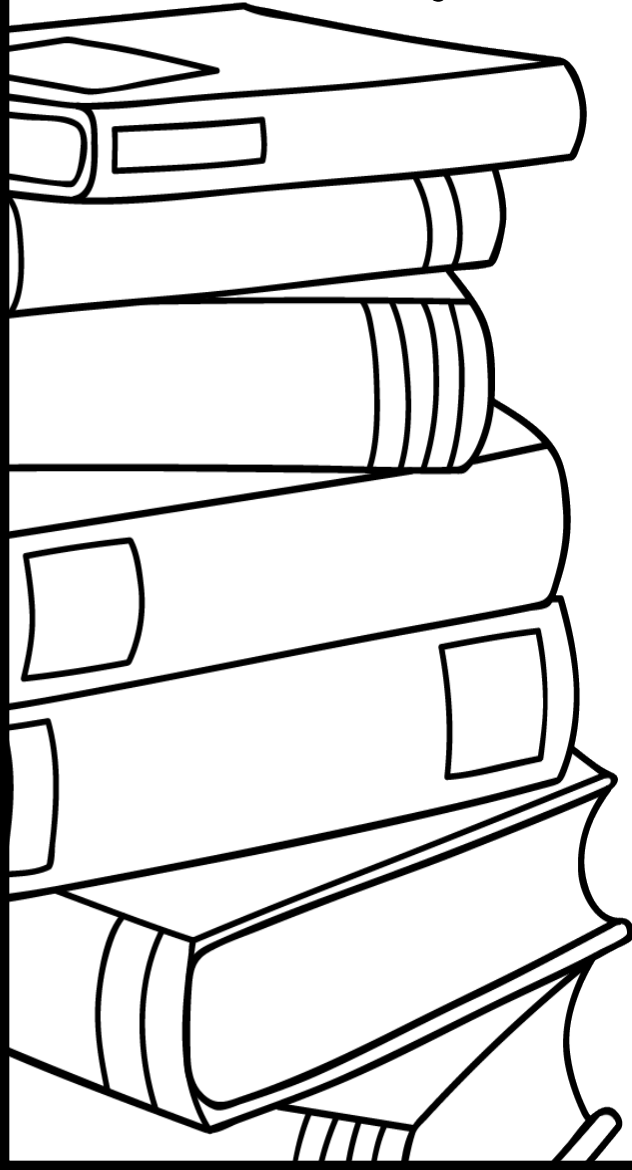
Directions:

1. Show your child the bottle of bubbles.  
Practice saying or signing “open” and “bubble”.  
Encourage your child to imitate your words.
2. Once you have the bubbles open, dip the stick into the solution and hold it up. Say “Ready, Set, Go!” After practicing a few times, pause before “go” and encourage your child to say “go!”.
3. Blow bubbles. Say “wow” as they fall.
4. When bubbles land start popping them and say “pop!” each time.
5. Before the next round of bubbles ask “more?”  
Encourage your child to say or sign “more”.
6. Repeat steps 2-5.



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2. Look at each page slowly. Point to and name the title, author, front and back of the book.
3. Point to one picture at a time, say the name of the object. Repeat the name 5-10 times while pointing to it. Encourage your child to point to the picture while you name it. Track print as you read.
4. Once your child becomes familiar with the book ask them to point to the pictures, say "Where is \_\_?".
5. Repeat.

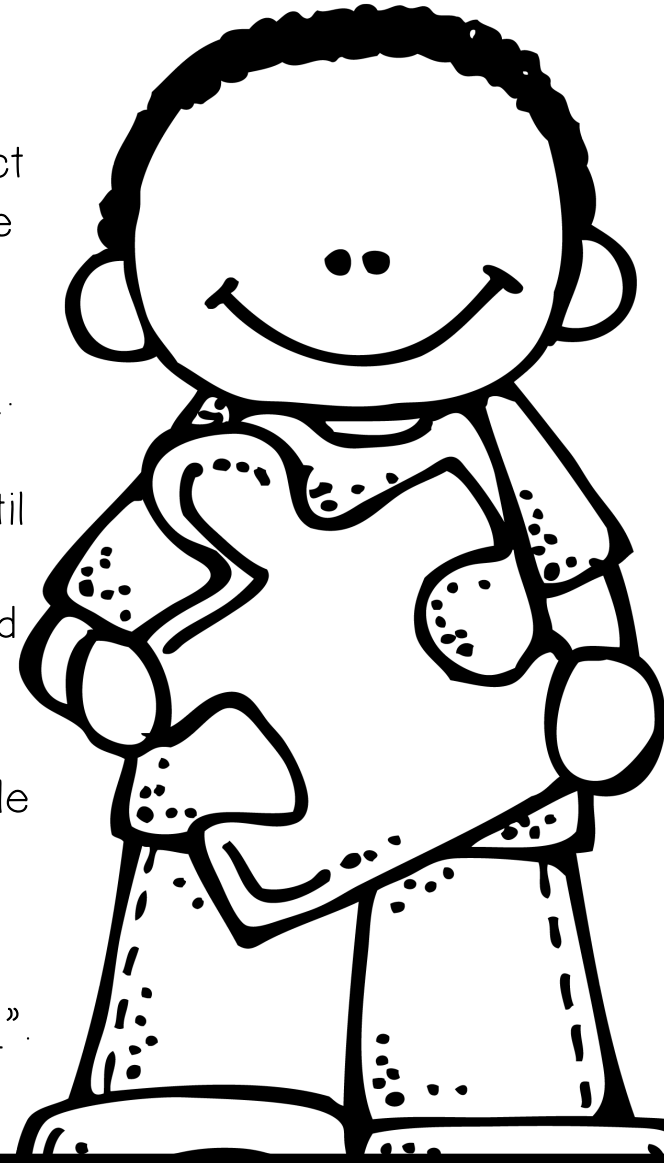
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Materials: Simple peg puzzles

Directions:

1. Show your child the puzzle. Name each animal/object on the puzzle. You can also say the noises they make too.
2. Take the pieces off and give them to your child.
3. Ask for each item from your child, say "I want \_\_\_\_\_. \_\_\_\_\_ please!". If they have trouble picking it out, point to it and show them your open hand. Repeat until you have put all the pieces back on the puzzle.
4. Switch roles, you keep the pieces and have your child request either using the name of the piece or by signing "more"/"please".
5. An alternative goal could be to give your child a puzzle piece followed by the command "put on", you may need to gesture where the piece should go.
6. If your child is ready for 2-step directions, put two puzzle pieces out and say, "Put on \_\_ then put on \_\_\_". You may need to point or use gestures as needed.





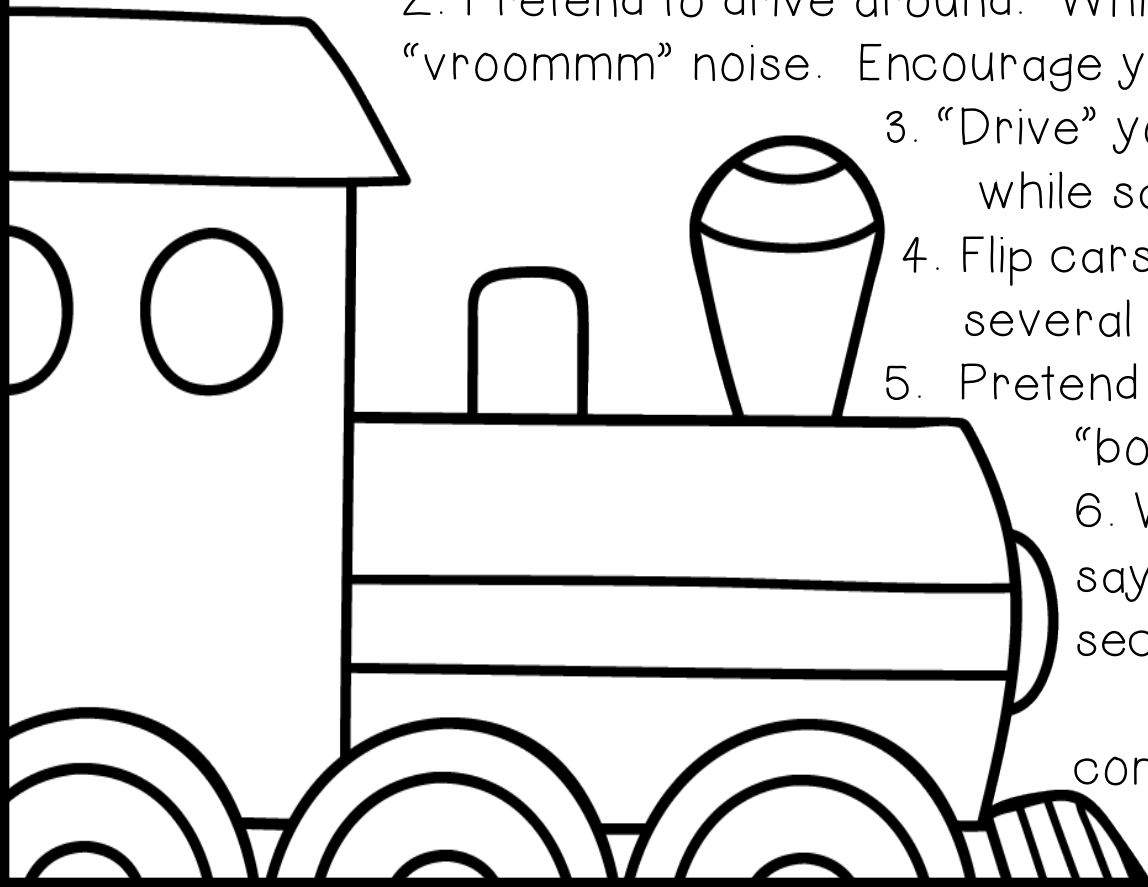
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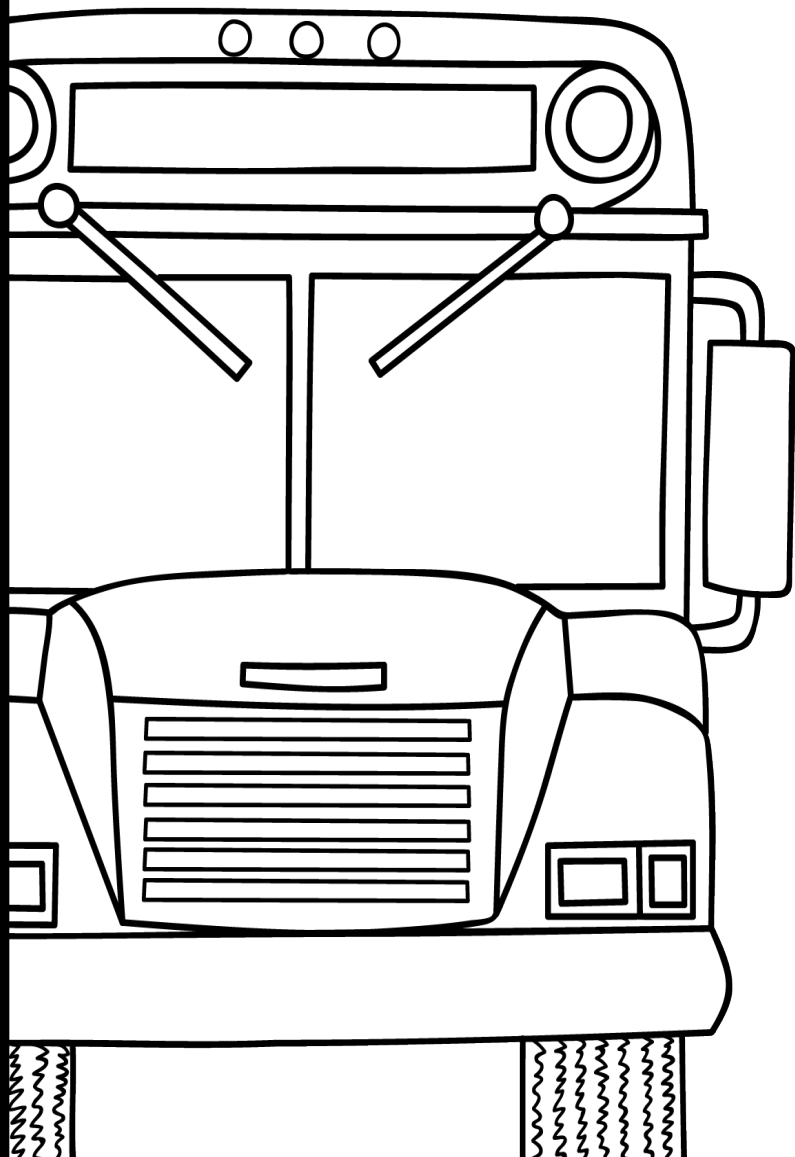
Directions:

1. Put toy cars on the ground or table. Have one car for you and one for your child. Point to and name it frequently saying "car".
2. Pretend to drive around. While you drive make the "vroommm" noise. Encourage your child to imitate your noise.
3. "Drive" your car towards your child's while saying "beep-beep!".
4. Flip cars over and say "uh-oh". Repeat several times.
5. Pretend to crash cars while saying "boom!", "bam!" or "crash!".
6. While driving stop suddenly and say "stop!", pause for 1-2 seconds and then say "go!". Repeat
7. Routines above can be completed with other vehicles, modify sounds as needed.



# SPEECH & LANGUAGE HOMEWORK: TOY BUS

This activity focuses on the following speech and language skills: naming vocabulary, following routine, requesting, imitating environmental noises, and imitating gestures.



Materials: Toy bus with people figurines

Directions:

1. Put empty toy bus on a table or the floor. Let your child explore it. Name the parts of the bus (ex. door, wheels, window, seats, etc.)
2. Ask your child if they want people, say "People?". If they reach for people encourage your child to sign or say "more" or "please".
3. Have the figure walk to the bus, say "walk, walk, walk!". When the figure gets to the door say, "open!" Have your child open the door or model for them.
4. Have the figure walk up the stairs, say "up, up, up!". When the figure gets to a seat say "sit down!".
5. Repeat 3-4 times so your child learns the routine.
6. Let your child attempt to copy the routine. If they need help or seem to get stuck ask "help?" with your hand out. If they put the figure in your hand for help encourage them to sign "please" or say "help". Repeat.
7. Sing "Wheels on the Bus" with gestures when all the people are on the bus.

# SPEECH & LANGUAGE HOMEWORK: TOY FARM

This activity focuses on the following speech and language skills: naming and identifying vocabulary, requesting, and imitating environmental noises.

Materials: Toy barn with farm animals (horse, cow, pig, duck, sheep, chicken)

Directions:

1. Put empty toy barn on a table or the floor. Let your child explore it. Name the parts of the barn (ex. door, hay, window, etc.)
2. Show your child the bucket of animals. Ask them if they want animals, point and say, "Want animals?". If they reach for the animals encourage your child to sign or say "more" or "please".
3. Give them one animal at a time, bring it out of the bucket and say the name of the animal 5-10 times. Make the sound of the animal as well. Let your child explore and play with the animal. Repeat until they have seen and played with all animals.
4. Once they get familiar with the animals. Put them out on a table in groups of 2-5 and ask "Where is \_\_\_?" "Give me \_\_\_" to see if they can identify the correct animals from a group.



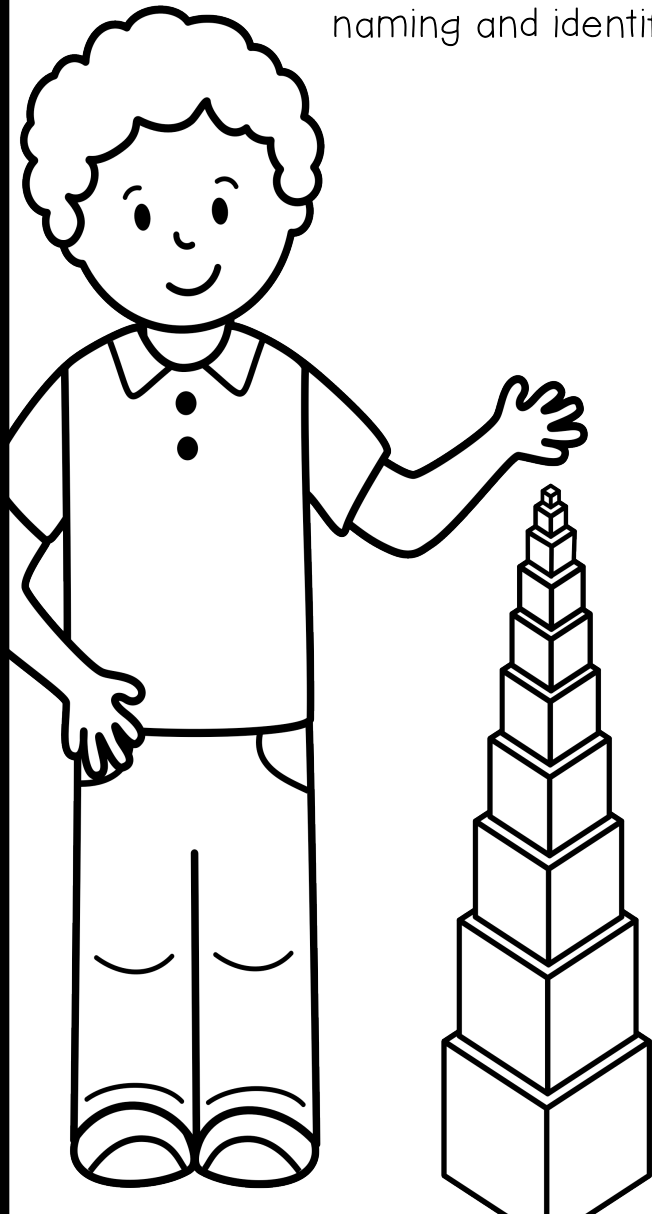
# SPEECH & LANGUAGE HOMEWORK: STACKING CUPS

This activity focuses on the following speech and language skills: following routine, imitating words, naming and identifying colors, and basic concepts (up/down, in/out).

Materials: stacking cups/blocks, toy cars/figurines/blocks

Directions:

1. Show your child how to stack the cups.
2. Each time you stack say "on". Encourage your child to imitate "on". Repeat while taking them "off". Stop halfway through and take one off, ask your child by saying "off?". If they shake their head or indicate "no" say "no, on!".
3. Practice stacking them on and taking them off while vocalizing. You could also drive toy cars "up" and "down" the tower.
4. If your cups are different colors say the name of the color as you stack them "on" or "off". Ask your child to identify the color by asking "Where is the \_\_ cup?" or simply "Where is (color)?".
5. Flip all the cups over and give your child something small to put in the cups (toy cars/blocks, figures).
6. Say "in" when he puts in each toy figure. Say "out" when he takes them out. Encourage him to imitate.
7. Repeat.



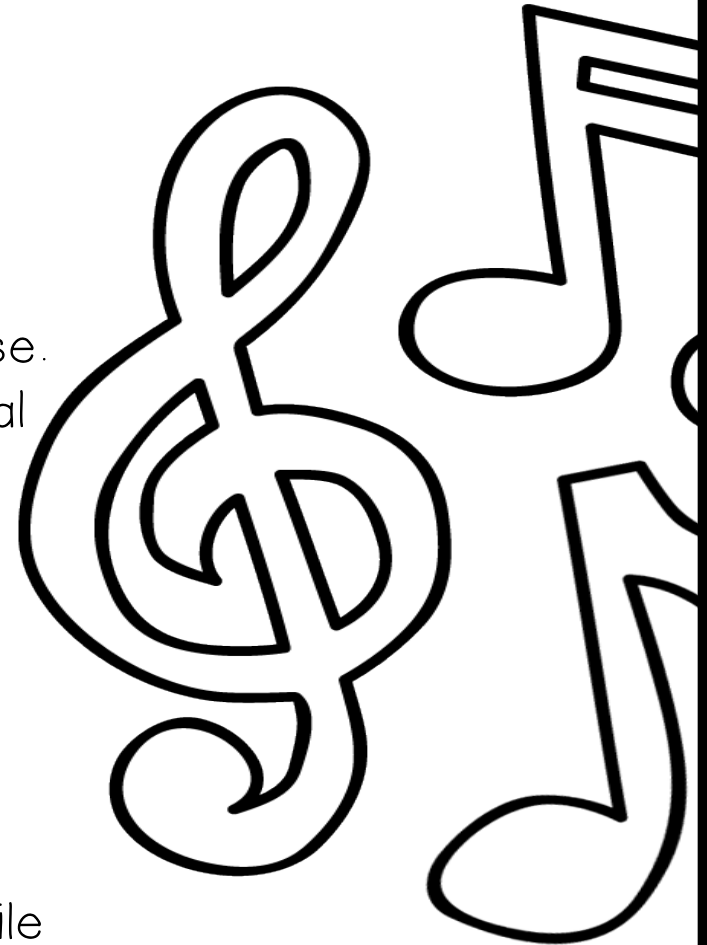
# SPEECH & LANGUAGE HOMEWORK: SONGS

This activity focuses on the following speech and language skills: imitating words/sounds/gestures and following routine.

Materials: Any simple song on CD/Video/YouTube or you can sing them independently

Directions:

1. I enjoy listening to Super Simple Songs on YouTube for younger kids but you could also sing the songs without the help of a CD or video.
2. Make up movements for each song you choose. Model those movements with your child several times while singing, encouraging them to copy your movements.
3. Recommended songs: Wheels on the Bus, Old MacDonald Had a Farm, Itsy Bitsy Spider, 5 Little Monkeys Jumping on the Bed.
4. If you have toys or figures that go with the songs (ex: toy bus for wheels on the bus) you can take them out and practice using them while singing.



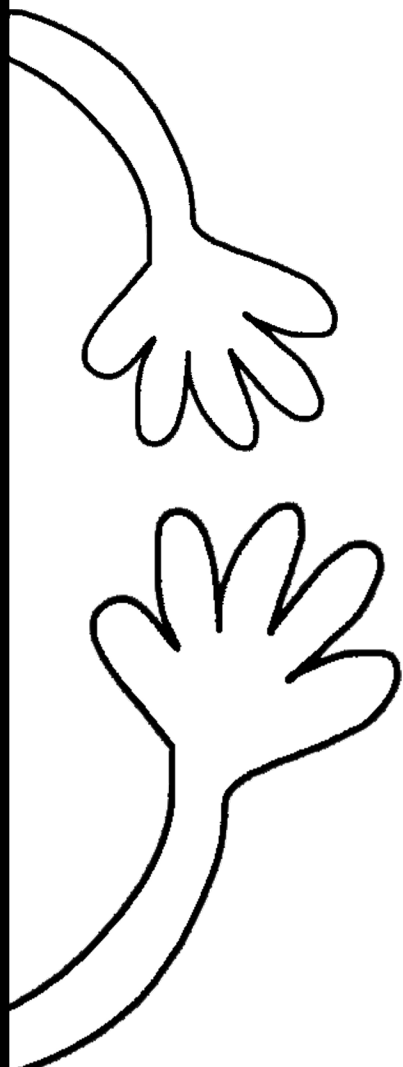
# SPEECH & LANGUAGE HOMEWORK: MR. POTATO HEAD

This activity focuses on the following speech and language skills: naming vocabulary, requesting, imitating 1-2 word phrases, basic concepts (on/off), and basic verbs.

Materials: Mr. Potato Head with body pieces, box

Directions:

1. Put Mr. Potato Head and pieces in a box. Bring out body and ask your child "Tato?". (If your child is able to use/say potato then you can ask the full word, simplifying the word may be needed at first). Encourage them to imitate "tato" or request by saying/signing "more" or "please".
2. Bring out pieces one at a time and ask your child if they want them by pointing to and naming them 2-3 times, saying "Want \_\_?".
3. Encourage your child to sign or say "more" or "please" for each piece. If your child has mastered 1-2 word phrases encourage them to imitate or say "I want \_\_\_! \_\_\_ please!".
4. Once your child can name or identify the pieces well you can begin by encouraging 2 word phrases. Such as "hat please" or "green hat".
5. When the Mr. Potato Head is complete point to and name each body part again. Ask your child to identify the part on their body too, say "Show me your nose!" or "Where is your ear?".
6. Model simple verbs by having Mr. Potato Head "walk, sleep, jump or dance".



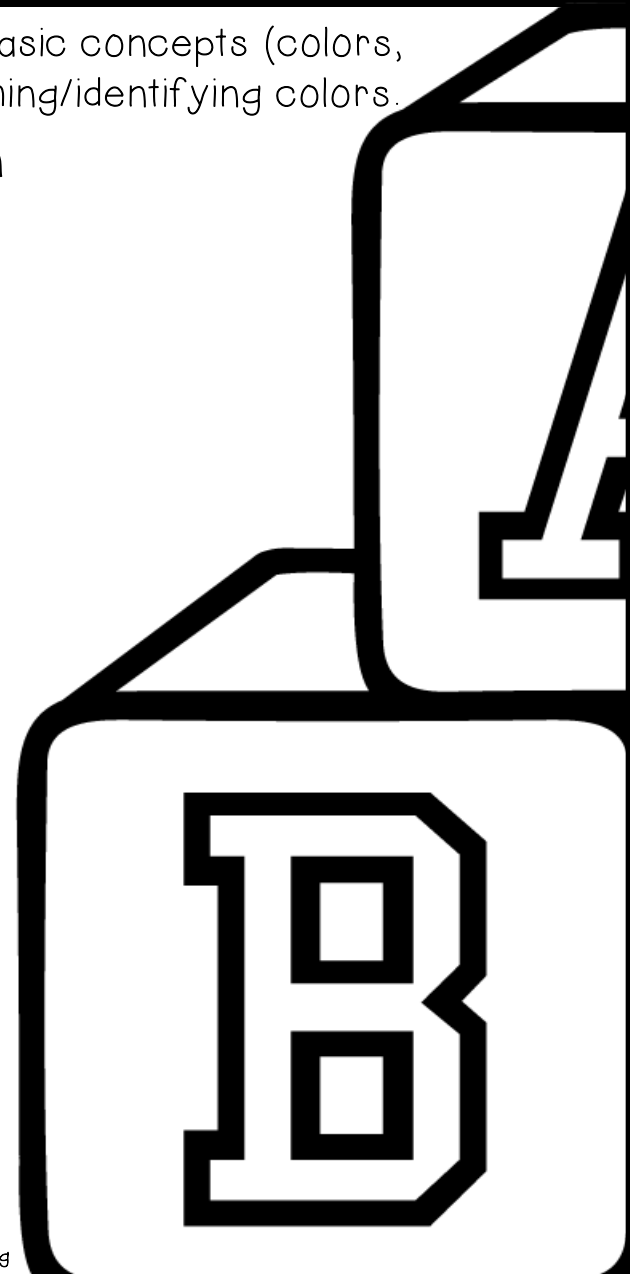
# SPEECH & LANGUAGE HOMEWORK: BLOCKS

This activity focuses on the following speech and language skills: basic concepts (colors, on/off, up/down), requesting, imaginative play, turn taking and naming/identifying colors.

Materials: blocks (toy cars/figures may also be used with blocks)

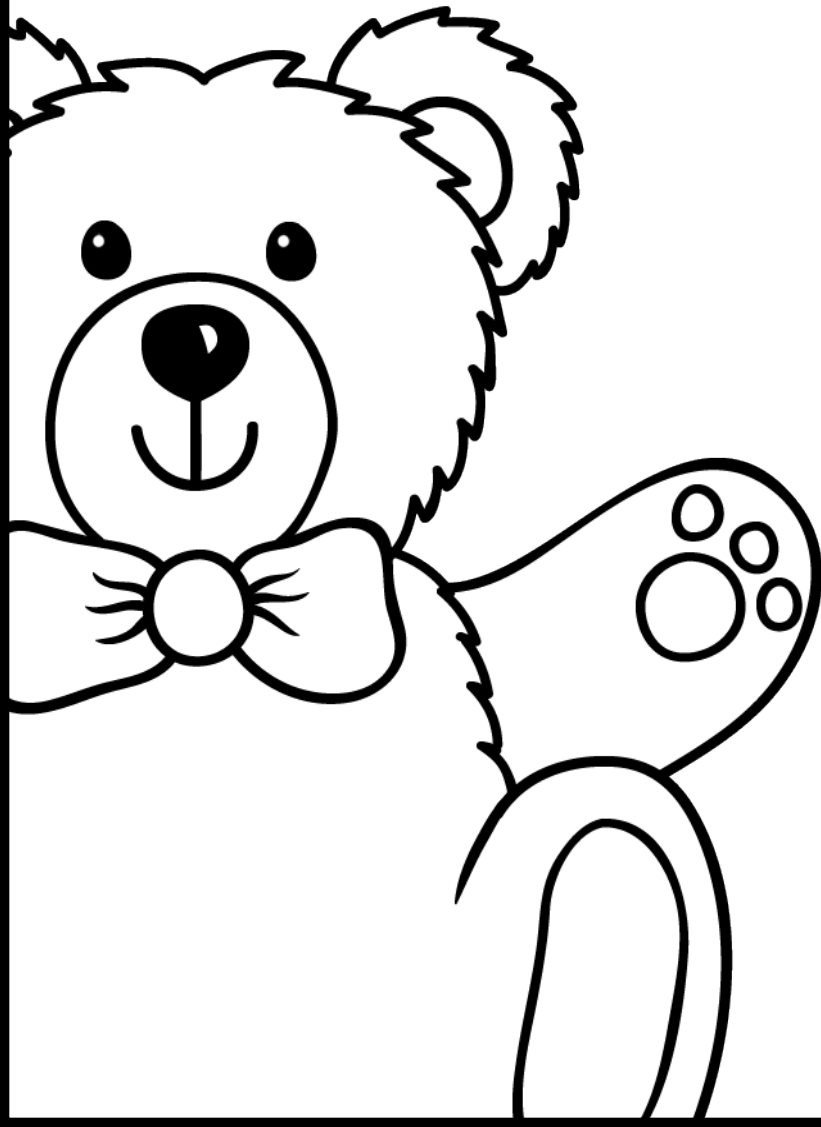
Directions:

1. Put blocks in a bucket. Have your child request blocks by saying/signing “more” or “please”.
2. If your child is able to use 2-word phrases encourage them to name colors while playing or requesting, for example “Blue block or red block”. Request your child give you blocks by saying the color. Ex. (“blue block please”) with your hand out.
3. Stack blocks up while saying “up, up, up”.
4. Take/knock blocks down by saying “down, down, down” or “crash!”. Repeat.
5. Play make-believe when building. Build a bridge and have cars drive under/over it. Build a castle and have a king or queen live in it or walk around it.
6. Encourage your child to talk about what they are building or babble while playing.



# SPEECH & LANGUAGE HOMEWORK: TEDDY BEAR

This activity focuses on the following speech and language skills: imaginative play, self-directed play, naming and identifying vocabulary, understanding basic verbs, naming and identify body parts.



Materials: Teddy Bear or doll with care set (cup, spoon, blanket, brush, bowl, bottle, etc.)

Directions:

1. Put teddy bear on the table/floor. Let your child explore the bear.
2. Name body parts while pointing to them on the bear. Have your child identify body parts, ask "Where is his nose/eyes/ears?").
3. Use the care set to model feeding the bear, brushing the bear's hair, give the bear a bottle, putting the bear to sleep.
4. Encourage your child to imitate your routines. Say, "Bear is thirsty, give him a drink!" or "Bear is tired put him to sleep!"
5. Play can also be self-directed, encourage your child to pretend feeding themselves, brushing their hair or pretend drinking out of a cup.



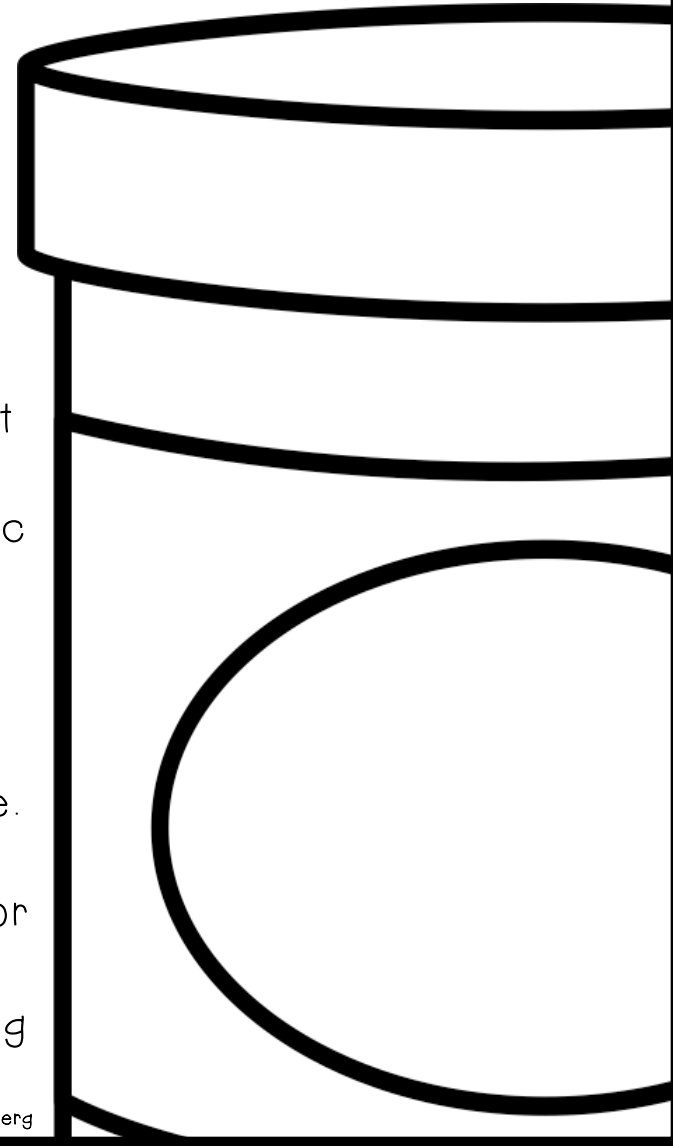
# SPEECH & LANGUAGE HOMEWORK: PLAYDOUGH

This activity focuses on the following speech and language skills: following routine, basic concepts (on/off), naming/identifying vocabulary if using a playdough mat, naming colors, and basic verbs.

Materials: Playdough, playdough mats/cutting tools

Directions:

1. Show your child different color tubs of playdough. Name the colors. Encourage your child to name the colors. Ask them which color they want. Encourage them to request by signing/saying "more" or "please".
2. If using a playdough mat, see mat for instructions. Ask your child's therapist about possible playdough mats that would be beneficial for your child.
3. Get the playdough out, practice acting out/modeling basic verbs (ex. roll, push, smash, cut, etc.) using the playdough.
4. Encourage your child to imitate your movements.
5. If using playdough tools you can create different objects/animals/people. Name each thing that you make.
6. If working on requesting give your child a little bit of playdough at a time in order to encourage them to say or sign "more".
7. Say and practice putting the playdough on/off the cutting tools.



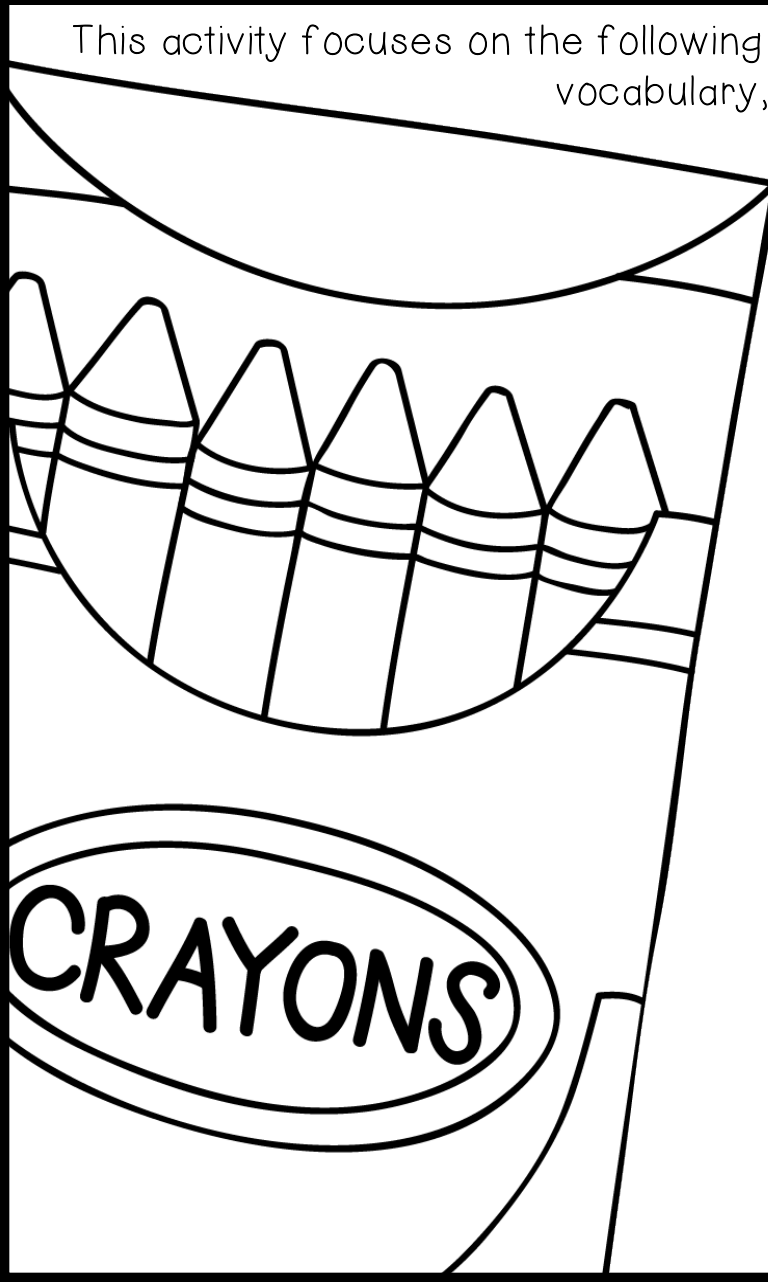
# SPEECH & LANGUAGE HOMEWORK: CRAYONS

This activity focuses on the following speech and language skills: naming vocabulary, identifying vocabulary, requesting, and naming colors.

Materials: coloring books (you may want to choose books that also offer academic practice of shapes, letters, colors, animals, etc.)

Directions:

1. Let your child explore and flip through the coloring book. Have them choose which page to color.
2. Show them the crayons. Name each color crayon. Encourage them to name the colors by asking "What color is that?" or identifying the colors by asking "Where is \_\_\_?".
3. Give your child one crayon at a time as they color. Encourage them to ask for "more" each time they want a new crayon. If working on 2-word phrases, encourage them to request certain colors, for example "more red" or "red please". Say it for them as needed to model how you want them to ask.
4. Practice naming and identifying pictures you see in the coloring books.



# SPEECH & LANGUAGE HOMEWORK: MYSTERY BOX

This activity focuses on the following speech and language skills: naming vocabulary, inferences, asking questions, identifying vocabulary, and using attributes/adjectives.

Materials: small figures (animals, people, objects), box with a lid that is not transparent

Directions:

1. Put a toy in the box. Close the lid tight.
2. Give your child the box, show them how to shake it, feel the weight and listen for noises it may make.
3. Encourage them to ask questions about what may be in the box.  
Ex. "Is it an animal?", "What color is it?", "What sound does it make?"
4. Give them clues about what is in the box until they guess the object. Ex. "It says moo.", "It is a red fruit".
5. Change the object and repeat. Once your child gets familiar with the routine, switch roles and allow them to hide an object in the box while you ask questions.

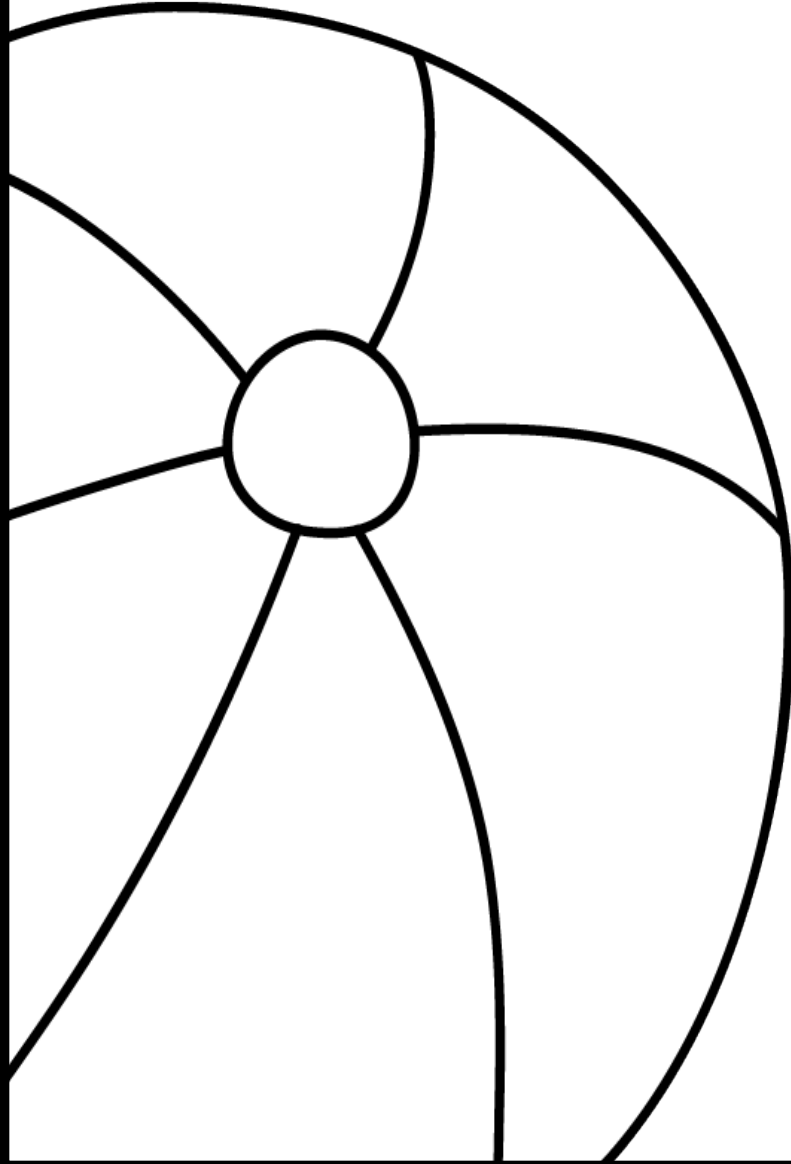
# SPEECH & LANGUAGE HOMEWORK: BALL

This activity focuses on the following speech and language skills: understanding prepositions (on/off/under/over/in/out), following directions, joint attention, taking turns, understanding verbs

Materials: toy ball, table, box

Directions:

1. Begin by taking turns throwing or rolling the ball back and forth. Observe your child's attention, how long can they continue the routine?
2. Challenge your child to put the ball on/off/under/over a table or in/out/behind/in front of a box.
3. Play with three or more people. Give directions of who to throw/roll the ball to. Ex. "Roll the ball to mommy!", "Roll the ball to daddy!".
4. Practice understanding verbs; "roll, throw, go, stop, kick, run".
5. Describe the ball. What does it feel like? What color is it? What can it do? Where can you find it?



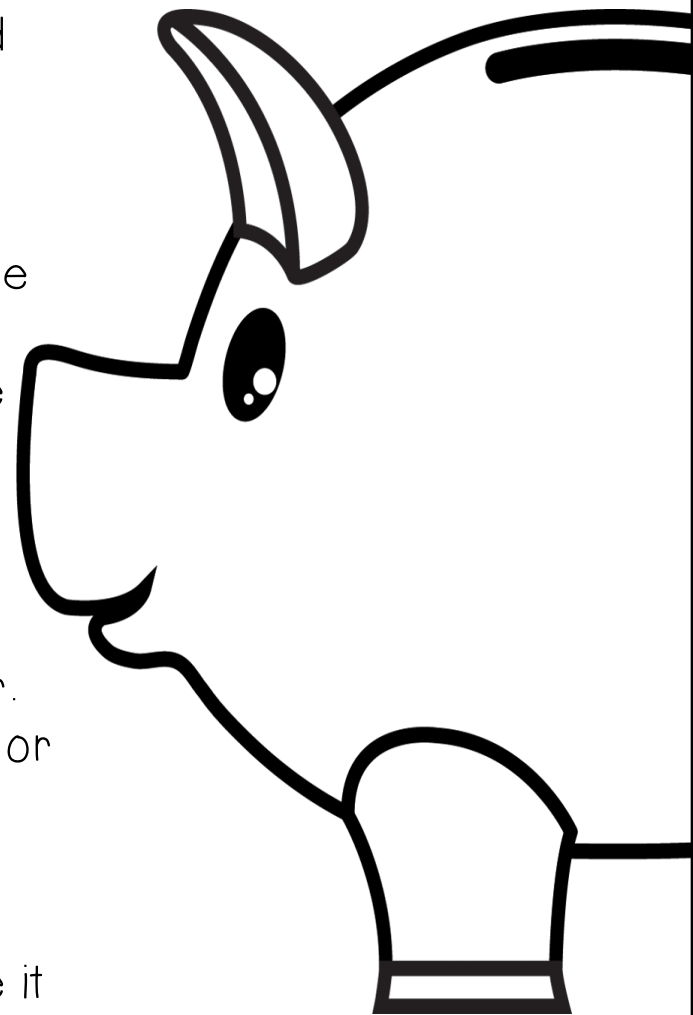
# SPEECH & LANGUAGE HOMEWORK: PIGGY BANK

This activity focuses on the following speech and language skills: understanding prepositions (on/off/under/over/in/out), following directions, joint attention, taking turns, naming/identifying colors, counting

Materials: toy piggy bank with coins

Directions:

1. Begin by taking the coins out of the piggy bank and handing the bank to your child.
2. Explore the bank. Open the door, name the body parts (eyes, noes, ears, feet, tail). Challenge your child to find each body part by asking "Where is the \_\_\_?"
3. Show your child the coins. Put all the colors on the table, count the coins in a row while point to each one. Practice naming colors. Ask your child to find or point to each color.
4. Gather the coins and ask, "What color do you want?". Challenge your child to ask using the color. If this is too difficult encourage them to verbalize or point and ask with an open hand, palm up. Practice the phrase 'I want \_\_\_'. or "want \_\_\_".
5. Continue requesting coins and putting them in the bank. Practice using the words "put it in" and "take it out".



# TERMS OF USE

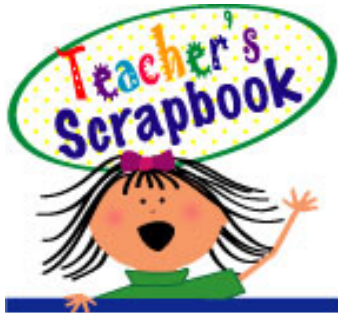
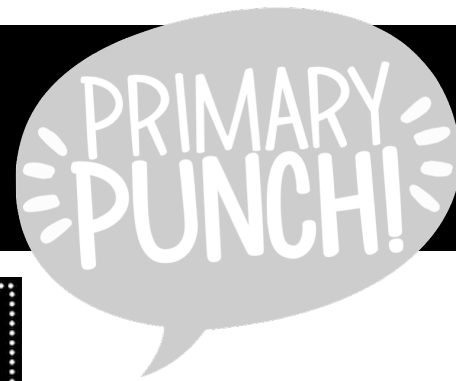
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